

# Virginia

## Standards of Learning Assessments

### Spring 2004 Tests

**Grade 3, 5, 8,  
Content Specific History  
(United States History to 1877,  
United States History:  
1877 to Present,  
Civics & Economics)  
and End-of-Course**

**English: Reading**

**Algebra I**

**Geometry**

**Algebra II**

**Virginia and United States History**

**World History I**

**World History II**

**World Geography**

**Biology**

**Earth Science**

**Chemistry**

## Manual for the Division Director of Testing

Test security guidelines restrict persons who have not signed the  
*Test Security Agreement* from reading the actual test questions.

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**DDOT's Manual**

## NEW FOR SPRING 2004

Please make sure all Examiners are aware that revisions were made to the demographic pages of the answer documents for the Spring 2004 SOL tests administration. Other changes include the following:

- New Scoring Service Identification Sheets (SSIDs or “header sheets”) will be used for the paper- banded bundles of answer documents. An orange SSID sheet will be used with the regular and read-aloud answer documents. A purple SSID sheet will be used for answer documents with special test forms (Braille, large-print, and regular audio). A pink SSID sheet will be used for irregularities that require retesting. (Section 6.2.4)
- Students scheduled to graduate by August 31, 2004, and who need to accrue verified credits will be provided additional opportunities to take these required tests with previously equated forms. Previously equated forms in all EOC subjects as well as the grade 8 reading and mathematics tests for students who are pursuing a modified standard diploma are available as paper-and-pencil tests. See Section 4.1.
- Previously equated forms are available for graduating seniors who do not pass the test in their initial attempt and who need to retake the test under the expedited retest policy.
- Graduating seniors who do not pass the previously equated tests may also attempt the new tests developed for the spring 2004 regular administration depending on the availability of forms. However, these tests have not yet been equated, and scores will not be available to students until equating occurs.
- Students in grades 3, 5, and 8 who are taking the plain English version of the mathematics tests, should use a separate plain English test booklet and a second answer document. The second answer document should be used only to grid the student’s responses in the mathematics section for the plain English mathematics test. The demographics of the second answer document must be completed and the form number for the plain English mathematics test gridded in Section J – MC Form. Additionally, Section AA – Special Test Accommodation, circle A must be gridded. Students taking the plain English Mathematics test will receive a separate score report. See Section 4.8.1.
- Legislation in the 2000 General Assembly requires development of three separate tests measuring the Standards of Learning addressed by the cumulative Grade 8 History and Social Science test. The three tests cover content in the following courses: United States History to 1877, United States History: 1877 to Present, and Civics & Economics. Collectively, these courses will be referred to as *Content Specific History* tests. Beginning with the 2003-2004 school year, these tests will be available for implementation. See Section 4.1.
- Answer Documents — Make certain that answer documents distributed to students are labeled 2004 or 2003-2004. The following student demographic information must be gridded on the front and back of the answer document.
  - Section P – AYP Adjustment/Circle D should be gridded for students classified as LEP based on the updated definition and who are in the first year of enrollment in the U.S. schools. See Section 4.8.1.
  - Section S – Limited English Proficient should be gridded for those students classified on levels 1 - 4 of English language proficiency as well as those in monitor status (year 1 or year 2) and those who have exited monitor status within the last two years. See Section 4.8.1.
  - Section U – S-Code should be gridded for any student who has already left school and is returning only to take the test for verified credit. See Section 4.8.1.
- References to “oral administration” have been changed to “read-aloud administration”.
- Term Graduates – Term Graduate administrations are for students who will require their test scores returned early in order to graduate by August 31, 2004. Term graduates must use a designated Term Graduate testing kit, which contains a test book and any required ancillary materials.

Carefully review this *DDOT Manual*, as well as the *STC* and *Examiner's Manuals*, for additional information, new wording on procedures, and other changes to instructions on the administration of the Spring 2004 SOL Assessments.

## DDOT'S CHECKLIST

### Activities Before Test Administration

- ☐ 1. Carefully read this *DDOT's Manual*, as well as any directions from the Virginia Department of Education. Review the Spring 2004 Schedule of DDOT Activities (Section 2, Table 1) for all critical dates.
- ☐ 2. Assist School Test Coordinators (STCs) in identifying students who will be tested (Section 4.1).
- ☐ 3. Verify that all schools have established a testing schedule. Send schools' *Spring 04 SOL Test Dates and Times Forms* to Harcourt Assessment, Inc. according to deadlines in Section 4.2.
- ☐ 4. Receive non-secure materials from Harcourt (Section 4.5). Send the *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* to Harcourt no later than seven days after receipt of materials.
- ☐ 5. Send the completed *SOL Division Test Security Agreement* (if applicable) to Harcourt no later than the end of the first week of the division's testing window (Section 4.4).
- ☐ 6. Prepare all local instructions, including how student identification information will be completed on the answer documents and directions regarding the use of Student Number and Local Use fields (Section 4.8).
- ☐ 7. Make sure that STCs understand how to complete answer documents for students who **should** take the SOL tests but **do not** take any of them (see *School Test Coordinator's Manual*, Section 4.9).
- ☐ 8. Train all School Test Coordinators (Section 4.9).
- ☐ 9. Receive secure materials from Harcourt (Section 4.10). Send the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* to Harcourt **no later than** seven school days after receipt of materials (Section 4.10.2).
- ☐ 10. Distribute secure SOL test booklets to each STC **no more than 96 hours** (four school days) prior to the date the school is to begin testing (Section 4.10.3).

# TABLE OF CONTENTS

<b>1.</b>	<b>USE OF THIS MANUAL FOR THE SPRING 2004 ADMINISTRATION</b>	<b>6</b>
<b>2.</b>	<b>SPRING 2004 SOL MULTIPLE-CHOICE (NON-WRITING) TEST SCHEDULE</b>	<b>6</b>
<b>3.</b>	<b>SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING</b>	<b>8</b>
<b>4.</b>	<b>SPECIFIC DUTIES OF THE DDOT: BEFORE TESTING</b>	<b>8</b>
4.1	Work with STCs to Identify Students to Be Tested	8
4.2	Schedule Testing Sessions	10
4.3	Review Procedures for Ensuring Test Security	11
4.4	Complete the <i>SOL Division Test Security Agreement</i>	11
4.5	Receive and Verify the Division Overage of Non-Secure Test Materials	11
4.6	Monitor Schools' Receipt of Non-Secure Test Materials	12
4.7	Ensure Distribution and Availability of Test Manipulatives	13
4.8	Prepare Local Instructions	14
4.8.1	Coding of student demographic information	14
4.8.2	Use of Pre-ID labels	24
4.8.3	Side 2 of the SSID (header sheet)	25
4.8.4	Test dates and schedules	25
4.8.5	Test administration audits	25
4.9	Train School Test Coordinators	25
4.9.1	Packaging of multiple-choice tests	26
4.10	Receive Secure Test Materials	26
4.10.1	Receipt of schools' secure materials	26
4.10.2	Receipt and verification of division overage of secure materials	26
4.10.3	Distribution of secure materials to schools	27
4.10.4	Receive Special Test Forms materials and transmit to schools	27
<b>5.</b>	<b>SPECIFIC DUTIES OF THE DDOT: DURING TESTING</b>	<b>28</b>
5.1	Maintain a Contingency Plan	28
5.2	Be Prepared to Participate in an Administration Audit	28
5.3	Monitor Test Administration	28
5.4	Identify and Resolve Testing Irregularities	28
5.5	Make-Up Sessions	29
<b>6.</b>	<b>SPECIFIC DUTIES OF THE DDOT: AFTER TESTING</b>	<b>30</b>
6.1	Receive <u>Set A</u> – Scorable Answer Documents	30
6.2	Verify Scorable Answer Documents from Schools	31
6.2.1	<i>SOL School Master File Sheet</i>	31
6.2.2	<i>SOL Division Master File Sheet</i>	31

**continued**

# TABLE OF CONTENTS

continued

6.2.3	Paper-banded groups of answer documents . . . . .	31
6.2.4	Scoring Service Identification Sheets (SSIDs or “headers”) . . . . .	32
6.3	Check for Proper Orientation of Scannable Documents . . . . .	33
6.4	Pack Scorable Answer Documents . . . . .	33
6.4.1	<i>Division Master File Sheets</i> . . . . .	33
6.4.2	Proper sequence for packing scorable materials. . . . .	33
6.5	Prepare to Ship Scorable Answer Documents . . . . .	34
6.6	Arrange UPS Pickup of Scorable Answer Documents . . . . .	37
6.7	Receive and Pack <u>Set B</u> – Secure Test Booklets Returned by the STCs . . . . .	37
6.7.1	Returning test booklets marked with student answers . . . . .	38
6.7.2	Retaining materials for expedited retakes . . . . .	38
6.8	Organize and Ship <u>Set B</u> to the Scoring Center . . . . .	38
6.9	Return All Braille, Large-Print and Regular Audiotape Kits to Harcourt. . . . .	40
6.10	Verify That You Have Received All Required Forms from All STCs . . . . .	40
6.11	Complete and Return the <i>SOL School Division Affidavit</i> . . . . .	41
6.12	Review Disposition of All Test Materials. . . . .	41

## APPENDICES

<b>APPENDIX A.</b>	<i>Test Security Guidelines</i> . . . . .	43
	<i>Division Test Security Agreement</i> . . . . .	44
	General Assembly Legislation. . . . .	45
<b>APPENDIX B.</b>	Limited English Proficient (LEP) Students: Guidelines for Participation in the Standards of Learning Assessments. . . . .	46
<b>APPENDIX C.</b>	<i>Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia’s Accountability System</i> . . . . .	52
<b>APPENDIX D.</b>	<i>Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form</i> . . . . .	70
	<i>Division Verification of Receipt of Secure (Regular and Specials) Testing Materials and Reorder Form</i> . . . . .	73
<b>APPENDIX E.</b>	<i>School Verification of Receipt of Non-Secure Testing Materials and Reorder Form</i> . . . . .	75
<b>APPENDIX F.</b>	Sample Demographic Page of a Grade 8 Student Answer Document . . . . .	77
	Sample Demographic Page of an End-of-Course with Pre-ID Label . . . . .	79
<b>APPENDIX G.</b>	Special Test Accommodations Codes. . . . .	81
<b>APPENDIX H.</b>	Sample Test Booklet Package Cover Sheet . . . . .	85
<b>APPENDIX I.</b>	<i>SOL School Test Booklet Transmittal Form</i> . . . . .	86
<b>APPENDIX J.</b>	<i>Test Irregularity Form</i> . . . . .	87
<b>APPENDIX K.</b>	Sample <i>SOL End-of-Course Division Master File Sheet</i> . . . . .	88
	Sample <i>SOL Multiple-Choice Division Master File Sheet</i> . . . . .	89
	Sample <i>SOL Content Specific History Division Master File Sheet</i> . . . . .	90

continued

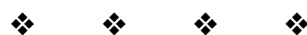
# TABLE OF CONTENTS

continued

<b>APPENDIX L.</b>	Sample SOL End-of-Course School Master File Sheet . . . . .	91
	Sample SOL Multiple-Choice School Master File Sheet . . . . .	92
	Sample SOL Content Specific History School Master File Sheet . . . . .	93
<b>APPENDIX M.</b>	Sample SSID Sheet-Regular Testing Material . . . . .	94
	Sample SSID Sheet-Irregularity Testing Material . . . . .	95
	Sample SSID Sheet-Special Accommodation Testing Material . . . . .	96
	Sample SSID Sheet-Content Specific History . . . . .	97
<b>APPENDIX N.</b>	SOL DDOT's Test Booklet Overage Transmittal Form . . . . .	98
	DDOT's Quantity Discrepancy Report Multiple-Choice (Non-Writing). . . . .	99
<b>APPENDIX O.</b>	SOL Division Shipment Transmittal Form . . . . .	101
<b>APPENDIX P.</b>	SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document . . . . .	103
<b>APPENDIX Q.</b>	SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document . . . . .	104
<b>APPENDIX R.</b>	SOL Examiner's Test Booklet Transmittal Form / Affidavit . . . . .	105
<b>APPENDIX S.</b>	Authorization to Proceed (ATP) Form . . . . .	106
<b>APPENDIX T.</b>	SOL School Division Affidavit . . . . .	109
<b>APPENDIX U.</b>	Expedited Retakes: School Transmittal Form . . . . .	110
<b>APPENDIX V.</b>	Expedited Retakes: Classroom Transmittal Form . . . . .	111
<b>APPENDIX W.</b>	Expedited Retakes: Division Secure Test Booklets Order Form . . . . .	112
<b>APPENDIX X.</b>	Expedited Retakes: Division Shipment Transmittal Form . . . . .	113
<b>APPENDIX Y.</b>	Career and Technical Education Answer Document Guidelines . . . . .	114
<b>APPENDIX Z.</b>	Virginia SOL Team Directory . . . . .	116

## LIST OF TABLES

<b>Table 1:</b>	Schedule of DDOT Activities . . . . .	7
<b>Table 2:</b>	Test Manipulatives . . . . .	13
<b>Table 3:</b>	Disability Status Codes . . . . .	20
<b>Table 4:</b>	Section Y — Possible Coding . . . . .	21
<b>Table 5:</b>	Coding "Testing Status" . . . . .	23
<b>Table 6:</b>	Weight Estimates . . . . .	36
<b>Table 7:</b>	Disposition of Test Materials . . . . .	42



## DDOT'S CHECKLISTS

<b>Activities Before Test Administration . . . . .</b>	inside front cover
<b>Activities During Test Administration . . . . .</b>	outside back cover
<b>Activities After Test Administration . . . . .</b>	outside back cover

## 1. USE OF THIS MANUAL FOR THE SPRING 2004 ADMINISTRATION

This *DDOT's Manual* describes procedures that you, as the Division Director of Testing (DDOT), should follow before, during, and after the administration of the Spring 2004 Standards of Learning (SOL) *Multiple-Choice (Non-Writing)* tests.

This manual includes the following information:

- test administration dates;
- school division responsibilities for SOL testing;
- your responsibilities before, during, and after each testing session; and
- steps for organization and return of test materials to Harcourt Assessment, Inc. (Harcourt) after testing is completed.

You must familiarize yourself not only with this manual but also with the *School Test Coordinator's Manual* and the *Examiner's Manual* for each level being tested for grades 3, 5, 8, Content Specific History (United States History to 1877, United States History: 1877 to Present, Civics & Economics), and End-of-Course subject areas. The *Examiner's Manuals* include specific directions for administering the SOL subject tests for each level. Remember that instructions for the administration of Special Forms tests are also contained in the *Examiner's Manual*. Take particular care to read all testing materials and to provide in-depth training to STCs in your division.

## 2. SPRING 2004 SOL MULTIPLE-CHOICE (NON-WRITING) TEST SCHEDULE

Unlike the SOL *English: Writing* test that is administered statewide on specific dates, each school division is to administer these SOL tests within its own established "testing window." As the Division Director of Testing, you must work with each School Test Coordinator to establish dates and times for testing in her/his school and to ensure that all Test Examiners are advised of their school's specific test dates and times.

Each school's test schedule must allow opportunities for make-up sessions to be held prior to the close of the division's testing window. School Test Coordinators are responsible for arranging make-up administrations for all students who require them and who will be in attendance during the testing window — make sure that this is done in all schools. Testing dates, including make-up sessions, must allow for all scorable documents to be returned to the DDOT in time for the division to ship answer documents by the date(s) you reported to Harcourt.

For the Spring 2004 SOL *Multiple-Choice (Non-Writing)* tests, the schedule of your major activities as DDOT is presented in Table 1. Note that specific statewide dates cannot be given due to the variations in testing windows across divisions. **You must determine your division's specific activity dates based on the guidelines presented in this schedule.**

**Table 1. Schedule of DDOT Activities**

Activity	Spring 2004
Return all schools' <i>Spring 04 SOL Test Dates and Times Forms</i> to Harcourt (Section 4.2).	2-2½ weeks prior to testing window
Receive division overage of non-secure test materials from Harcourt (Section 4.5); and,	2½-3 weeks prior to testing window
Monitor schools' direct receipt of non-secure test materials (Section 4.6).	
Receive <i>School Verification of Receipt of Non-Secure Testing Materials and Reorder Form</i> from schools; and,	NO LATER THAN 5 days after receipt of materials
Fax <i>Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form</i> to Harcourt (Section 4.5).	NO LATER THAN 7 days after receipt of materials
Receive schools' cartons of secure multiple-choice test materials and division overage of secure test materials (Sections 4.10.1 and 4.10.2).	2-2½ weeks prior to testing window
Receive optional Pre-ID labels, if ordered (Section 4.8.2).	Within 4-5 weeks of receipt at Harcourt of correctly formatted file
Complete your inventory of all secure multiple-choice test materials; and,	NO LATER THAN 7 days after receipt of materials
Fax <i>Division Verification of Receipt of Secure (Regular and Specials) Testing Materials and Reorder Form</i> to Harcourt (Section 4.10.2).	
Receive and inventory division's Special Forms materials, (audio, Braille, large-print test kits), if ordered. (Section 4.10.4)	Two weeks prior to testing window
Send completed <i>SOL Division Test Security Agreement</i> (if applicable) to Harcourt (Section 4.4).	NO LATER THAN end of first week of testing window
Oversee your division's administration of the SOL tests* (Section 5).	Testing windows set by division
Ship <b>scorable answer documents</b> to <b>Iowa City, Iowa</b> (Section 6.1–6.6).	NO LATER THAN the date(s) reported to Harcourt
Ship <b>non-scorable test booklets</b> to <b>San Antonio, Texas</b> (Section 6.7–6.8), except those being retained for use with expedited retakes.	NO LATER THAN 10 school days after the end of testing window
Ship all read-aloud, Braille and large-print test booklets, Examiner copies and audiotapes to Harcourt (Section 6.9).	According to instructions received with materials
Forward the <i>SOL School Division Affidavit</i> to the Virginia Department of Education (Section 6.11).	NO LATER THAN 2 weeks after end of testing window

\*Students who are absent on test dates should be provided with an opportunity during the make-up period to take the test(s) they missed. You will be responsible for ensuring that all schools arrange sufficient and appropriate make-up administrations and that all scorable documents are returned to you in time for shipment no later than the date(s) reported to Harcourt.

### 3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL tests. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows:

#### Division Director of Testing

As the Division Director of Testing (DDOT), you will serve as the point of contact between the school division and the Virginia Department of Education. You will be responsible for ensuring that all procedures required for the SOL *Multiple-Choice (Non-Writing)* tests are implemented within the division.

#### School Test Coordinator

Each school has designated one person as the School Test Coordinator (STC) who serves as the point of contact between the school and your office. Each STC is responsible for ensuring that all procedures required for the SOL *Multiple-Choice (Non-Writing)* tests are implemented within the school and for maintaining the security of test materials. STCs are to take particular care in reading all testing materials and to provide appropriate and effective training to Examiners in their schools. Any questions the STC has regarding the SOL *Multiple-Choice (Non-Writing)* tests are to be directed to you.

#### Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL *Multiple-Choice (Non-Writing)* test(s) according to the procedures contained in the *Examiner's Manuals* and for maintaining the security of test materials.

### 4. SPECIFIC DUTIES OF THE DDOT: BEFORE TESTING

Before testing, review this manual, the *School Test Coordinator's Manual*, and the *Examiner's Manuals* so that you are familiar with the responsibilities of all parties. Provide training to your division's STCs based on the information in these manuals and in other pertinent sources.

#### 4.1 Work with STCs to Identify Students to Be Tested

The Spring 2004 administration of the SOL *Multiple-Choice (Non-Writing)* tests is designed to accommodate the following groups of students:

1. Students who will complete grade 3, 5, and 8 classes in the spring semester.
2. Students who will complete Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) classes in the spring semester).
3. Students who will complete the following credit-bearing classes in the spring semester:
  - High school English classes which have covered the grades 9-11 English SOL (the *English: Reading* test)
  - Algebra I
  - Geometry
  - Algebra II
  - Virginia and United States History
  - World History I
  - World History II
  - World Geography
  - Biology



- Earth Science
  - Chemistry
4. Students in the ninth-grade class of 2000-2001 and below who want to retake an End-of-Course SOL test that they failed. These students do not have to be enrolled in a course to take a test. Their participation is optional.
  5. Special Education students in grades 9-12 for the 2003-2004 school year who are pursuing a modified standard diploma may take the grade 8 *Mathematics* or *English: Reading* test to meet the literacy and numeracy requirements for this diploma. Special Education students achieving a scale score of 299 on the grade 8 *English: Reading* test should be considered to have met the numeracy requirements of the modified standard diploma. Special Education students achieving a scale score of 360 on the grade 8 mathematics test should be considered to have met the literacy requirements of the modified standard diploma. The adjusted cut scores may be applied retroactively so that students who achieved the required scale scores in previous test administrations may be considered to have met the literacy and numeracy requirements of the modified standard diploma. NOTE: This provision does NOT affect the score required to pass the grade 8 reading or mathematics tests; the required scale score to pass these tests remains at 400.
  6. Students who have participated in remediation recovery programs may retake the SOL tests as follows:
    - Grade 4 students may retake the grade 3 *English* test (Reading and Writing subtests) and/or *Mathematics* test.
    - Grade 6 students may retake the grade 5 *English: Reading* test and/or *Mathematics* test.
    - Grade 9 students may retake the grade 8 *English: Reading* test and/or *Mathematics* test.
    - Students who have failed an End-of-Course *Mathematics* test may retake the failed test.

Grades 3, 5, and 8 students who have disabilities or who are limited English proficient (LEP) are expected to take the SOL tests unless it is clearly not in the best interest of the student. LEP students who are scheduled to receive credit for a course that has an accompanying End-of-Course test must take the SOL EOC subject test. Similarly, students with disabilities who are scheduled to receive credit for a course that has an End-of-Course test must take the SOL test. Determination as to how students with disabilities and LEP students will participate in the SOL *Multiple-Choice (Non-Writing)* tests should be made in accordance with the following guidelines:

- *Limited English Proficient Students: Guidelines for Participation in the Standards of Learning Assessments* (in Appendix B of this manual)
- *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System* (Appendix C)

Eligible LEP students may take a “plain English” version of the grades 3, 5, and 8 *Mathematics* tests. Special education students may also qualify for this test based on their Individualized Education Plans (IEPs) or 504 management plans. See Appendix B.

Please review them carefully and provide STCs with information about whom they should contact within your division if they have questions about applying the guidelines. If you have any questions, please call the staff of the Division of Assessment and Reporting at (804) 225-2102.

**NOTE 1**

Students who have passed the coursework for Virginia and U.S. History, World History I, World History II, or World Geography, but failed the respective SOL End-of-Course test prior to spring 2004 are eligible to retake the test for verified credit. However, the test forms that measure the 1995 standards must be administered to students who have been taught the 1995 standards. While some of the test forms for the 1995 history standards have more test items than test forms measuring the 2001 history standards, a subject specific answer document has been distributed for use with both versions of the test. Answer documents have sufficient spaces for students to grid their responses for the longer version of the test. These test forms are packaged and shipped separately, and clearly marked with a watermark.

**4.2 Schedule Testing Sessions**

All test sessions for your school division must be scheduled within the division testing window you provided to Harcourt Assessment, Inc. Should you need to adjust your testing window, please inform Harcourt immediately.

Make-up sessions are to be completed according to your division's own make-up testing schedule **as long as** the schedule affords each student an adequate opportunity to take missed tests on a make-up basis. Additionally, your make-up schedule must allow time for assembly and shipment of all scorable answer documents by the date(s) reported to Harcourt. **Work with the STCs to establish the testing schedule and appropriate make-up testing schedules for their schools.**

In setting times for testing and for make-up sessions, the STCs must take into consideration that the SOL assessments are untimed tests. Approximately 75 minutes per test is expected to be a typical testing time. Some students will take longer; some students will finish early. Students should be afforded as much time as they need to complete each test.

If SOL tests will be administered to students who are homebound, be sure that STCs understand the procedures for maintaining security of all test materials. Sign-in and sign-out procedures and security forms must be used.

**NOTE 2**

Though the Standards of Learning Assessments are untimed, each test is to be completed in one school day. Additionally, students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or exposure to educational materials. Make sure that STCs have scheduled testing sessions so that they begin early enough to allow students reasonable amounts of time to complete the test before lunch or before the end of the school day.

Ensure that STCs develop a plan to accommodate situations in which "allocated" time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can complete the test.

**NOTE 3**

Make sure that STCs' plans for alternate testing sites include appropriate test security precautions. If students must be moved to an alternate location to complete their tests, their test booklets and answer documents must be collected **by an Examiner or Proctor prior to the move** and redistributed only after the students are settled in the new site. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials.

**The administration of SOL tests must take precedence over other scheduled school activities.** The test administration should not be interrupted by a fire drill or by other school functions. If testing is delayed

or interrupted by inclement weather or some other emergency, assist the STC in revising the schedule. Make sure that each school provides students with advance notice of the test date(s) and schedule. Forms to record each school's testing schedule are available on the CERVS website. Complete the *Spring 04 SOL Test Dates and Times Forms* and submit them to Harcourt 2-2½ weeks prior to the testing window. If a change must be made to a school's testing schedule after the *Spring 04 SOL Test Dates and Times Forms* have been submitted, notify your Harcourt Virginia Program Coordinator **immediately** by faxing, toll-free, 1-(800) 547-2059, or E-Mail to [virginia\\_sol@harcourt.com](mailto:virginia_sol@harcourt.com).

#### NOTE 4

**IMPORTANT:** Failure to notify Harcourt of a revision to any school's testing schedule could result in cancellation of a planned audit. Cancellation for this reason would likely occur only after an auditor has already arrived to conduct an audit, resulting in unplanned costs to Harcourt and to the Virginia Department of Education.

### 4.3 Review Procedures for Ensuring Test Security

Each school division must ensure the security and accountability of all test materials from the time of receipt until all testing is completed. Secure test materials will be shipped and addressed to you, and upon their delivery you will have primary responsibility for their security. Refer to information included in all of the SOL manuals for security procedures pertinent to the receipt, inventory, distribution, and storage of test materials. Security procedures must be followed to ensure complete test security.

**WITHOUT EXCEPTION**, all copies of the secure test booklets, including audiotape versions and used answer documents must be kept in secure, locked storage at all times when they are not in use in an actual testing session.

### 4.4 Complete the SOL Division Test Security Agreement

Both you and your division's Superintendent must complete, sign, date, and return the *SOL Division Test Security Agreement* to Harcourt **on or before the end of the first week of the division's testing window**. The agreement, which may be photocopied, is found in Appendix A of this manual.

Please return your completed *SOL Division Test Security Agreement* to the attention of Harcourt's Virginia Program Coordinator by **toll-free fax** at 1-800-547-2059. If you prefer, you may mail the agreement to:

Virginia Program Coordinator, Contract Program Management  
Harcourt Assessment, Inc.  
P.O. Box 708911  
San Antonio, TX 78270-8911

**NOTE:** If your school division administered the Spring 2004 SOL *English: Writing* test, it is not necessary for you to complete another *Division Test Security Agreement*.

### 4.5 Receive and Verify the Division Overage of Non-Secure Test Materials

This shipment of non-secure test materials will be delivered to you 2½-3 weeks in advance of your testing window. It will include your Spring 2004 *Multiple-Choice (Non-Writing)* test DDOT Kit, copies of administration manuals for you and your staff, and, in case they are needed by any of the schools in your division, overage quantities of non-secure test materials. The cartons in this overage shipment will be numbered sequentially: "1 of X," "2 of X," and so on.

Specifically, the following non-secure materials will be included in the division overage:

- grade - and subject-specific *Examiner's Manuals*
- *School Test Coordinator's Manuals*
- grade - and subject-specific answer documents

- a small supply of pink Irregularity SSIDs
- *Mathematics* formula sheets (grade 8, Algebra I, Geometry, and Algebra II)
- Periodic Tables of the Elements (Chemistry)

Your DDOT Kit will include the following components:

- a cover letter and *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (also in Appendix D of this manual)
- three *Division Master File Sheets*, one for multiple-choice grades 3, 5, and 8, one for Content Specific History tests (United States History to 1877, United States History: 1877 to Present, Civics & Economics) and one for End-of-Course tests (all three to be returned with scorable answer documents to the Scoring Center)
- a copy of each school's packing list for the shipment of non-secure test materials it will receive from Harcourt
- **yellow** labels for Multiple-Choice\* and **black and white** UPS "Next Day Air" shipping labels for your shipment of grades 3, 5, 8 scorable answer documents
- **pink** labels for Content Specific History (United States History to 1877, United States History: 1877 to Present, Civics & Economics) and **black and white** UPS "Next Day Air" shipping labels for your shipment of End-of-Course scorable answer documents
- **red** labels for EOC\* and **black and white** UPS "Next Day Air" shipping labels for your shipment of End-of-Course scorable answer documents
- **green** labels and **black-and-white** UPS "GroundTrac" labels for return of non-scorable secure materials
- extra paper bands
- Optional Scoring Services (OSS) Order Form

\*NOTE: Divisions that have been identified as 'Equating Divisions' will also receive white labels as part of their DDOT Kit. These labels must also be affixed to the boxes of scorable answer documents.

Verify **no later than 2 days after receipt of materials** that the quantities of all materials received in this shipment match those listed on the division-level packing list in box #1 of the shipment. If this overage shipment appears incomplete in any way, call your Harcourt Virginia Program Coordinator (see Appendix Z) or e-mail the information to [virginia\\_sol@harcourt.com](mailto:virginia_sol@harcourt.com).

Separate *Division Verification of Receipt Forms* will be used for non-secure and secure test materials.

Even if no additional non-secure test materials are needed, the *Division Verification of Receipt of Non-Secure Test Materials and Reorder Form* must be returned to Harcourt Assessment, Inc.

Retain all dual-purpose cartons in which materials are shipped because they can be used to return answer documents to the Scoring Center.

#### 4.6 Monitor Schools' Receipt of Non-Secure Test Materials

Each school's SOL non-secure test materials will be shipped by Harcourt directly to the attention of the School Test Coordinator. These shipments are to be delivered to each school at approximately the same time that you receive your shipment of non-secure materials.

Each school's shipment of non-secure materials includes the following:

- *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (in Appendix E of this manual and attached to the shipment's cover letter)
- grade - and subject-specific answer documents (in packages of 25)
- grade - and subject-specific *Examiner's Manuals* (which include the specific directions for administration of the Regular Forms and Special Forms SOL tests)

- *Mathematics* formula sheets (grade 8, Algebra I, Geometry, and Algebra II) and Periodic Tables of the Elements (Chemistry), if appropriate for your school enrollments
- *School Test Coordinator's Manual*
- *Spring 04 SOL School Master File Sheet(s)* one for multiple-choice grades 3, 5, 8, Content Specific History (United States History to 1877, United States History: 1877 to Present, Civics & Economics) and one for End-of-Course, listing the tests being administered in each school.
- school-specific Scoring Service ID (SSID) Sheets (headers) for Regular Testing Material (orange) and Special Accommodations Testing Material (purple)
- paper bands.

STCs are instructed in the *School Test Coordinator's Manual* to verify receipt of these materials and to request any additional materials from you **immediately upon their receipt of this shipment**. STCs will use the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (see the sample in Appendix E) to confirm receipt and request additional materials if necessary. No later than 1½ weeks prior to your testing window, contact any STC who has not yet verified receipt of the shipment of non-secure materials.

**Contact Harcourt's Virginia Program Coordinator to order a special situation or "quad 8888" SSID sheet. (Quad 8 headers are used for students placed outside of the school division under the Comprehensive Services Act or by Social Services.)**

Fill requests for additional materials using material in your overage shipment. If requests for additional materials cannot be filled from your division overage, reorder additional materials from Harcourt using the *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* in Appendix D.

Even if there are no discrepancies and you do not need any additional materials, you must still return Section 1 of this form to Harcourt to verify receipt.

#### 4.7 Ensure Distribution and Availability of Test Manipulatives

Test manipulatives listed in Table 2 are stored in the school division. If you have not already distributed these manipulatives to the schools in your division, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *School Test Coordinator's Manual* and the *Examiner's Manuals* regarding the use of test manipulatives and that they include it in their training of Examiners.

**Table 2. Test Manipulatives**

Grade/Subject	Manipulatives Allowed
3	<ul style="list-style-type: none"> <li>• <i>Mathematics</i>: metric/standard ruler</li> <li>• <i>Science</i>: metric/standard ruler</li> </ul>
5	<ul style="list-style-type: none"> <li>• <i>Mathematics</i>: metric/standard ruler, 4-function calculator, protractor</li> <li>• <i>Science</i>: metric/standard ruler, 4-function calculator</li> </ul>
8	<ul style="list-style-type: none"> <li>• <i>Mathematics</i>: metric/standard ruler, 4-function calculator, formula sheet</li> <li>• <i>Science</i>: metric/standard ruler, 4-function calculator</li> </ul>
Algebra I	<ul style="list-style-type: none"> <li>• metric/standard ruler, graphing calculator, formula sheet</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• metric/standard ruler, graphing calculator, compass, formula sheet</li> </ul>
Algebra II	<ul style="list-style-type: none"> <li>• metric/standard ruler, graphing calculator, formula sheet</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• metric/standard ruler, 4-function calculator</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• metric/standard ruler, 4-function calculator</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• metric/standard ruler, 4-function calculator, Periodic Table of the Elements</li> </ul>

These guidelines should be followed when addressing calculator use on the Standards of Learning tests:

- Students should be familiar with the calculator they are to use. Do not let testing time be the first time a student uses a calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- For the grade 5 and 8 *Mathematics* and *Science* tests and the EOC *Science* tests, any four-function calculator (i.e., add, subtract, multiply, and divide), including one with percent, square root, and  $+/-$  functions, may be used. Calculators having any additional functions (e.g., sine, cosine, fraction to decimal, decimal to fraction) or algebraic operating systems (AOS), and graphing calculators **may not** be used by students taking any of these tests. Students may not use scientific calculators on the *Science* tests.
- The Standards of Learning require the use of graphing calculators on the SOL End-of-Course tests for *Algebra I*, *Geometry*, and *Algebra II*. Make sure STCs and Examiners are aware that the graphing calculator's memory must be reset prior to test administration, clearing all memory contents not built into the calculator by the manufacturer. In addition, Examiners should verify that the graphing calculators are in the correct mode prior to administration. Students may not use four-function or scientific calculators on the End-of-Course *Mathematics* tests.

#### NOTE 5

For EOC *Mathematics* tests, acceptable graphing calculator model types are: CASIO 9850G, CASIO 9850G Plus, TI-82, TI-83, TI-83 Plus, or TI-84 Plus. Two of these model types (CASIO 9850G Plus and TI-83) have been provided to school divisions for use in meeting the requirements of the Standards of Learning. Since many school divisions have been using the earlier model types (CASIO 9850G and TI-82) in instruction prior to receiving the state's shipment, their use is also allowed on the SOL EOC *Mathematics* tests.

Items on the Standards of Learning EOC *Mathematics* tests are designed to be calculator-neutral or calculator-inactive. Calculator-neutral items are those that can be solved correctly without a graphing calculator, although the use of one may be helpful. Calculator-inactive items are those in which there is **no** advantage to using a calculator.

## 4.8 Prepare Local Instructions

The following issues should be addressed in your local instructions:

### 4.8.1 Coding of student demographic information

The demographic pages of the answer documents include new sections effective with the Spring 2004 administration. Samples of the demographic pages are in Appendix F and also are printed in the *School Test Coordinator's Manual* and the *Examiner's Manuals*. Review the information below and ensure that STCs are aware of all required student demographic information that is to be completed on the answer documents.

#### Sections A, B, C, D, and F

**Do not complete these sections if your school ordered pre-ID Labels.**

These sections for student name and other identifying information, date of birth, gender, and grade may be filled in by the students themselves, but to enhance accuracy, you may direct your STCs to ask that they be completed by Examiners or other adults before testing.

**Section E — RACE/ETHNICITY**

Students, Examiners, or other adults may complete this section. Students with origins in the Pacific Islands may choose to code Pacific Islander or Native Hawaiian. An “unspecified” bubble has been added to the grid which may be used for students with a multi-ethnic background. A student who does not identify with one of the other race/ethnicity groups may choose to complete the “unspecified” bubble. (Refer to the table in the *Examiner’s Manuals*). If students object to completing this section, it may be left blank.

**Section G — STUDENT NUMBER**

If this section is to be completed, ensure that STCs understand the procedures involved. All 12 positions will be read and carried in the student number field. Be sure to give instructions regarding right or left justification and/or using zeros to fill all 12 positions to ensure properly formatted student numbers as needed for your division.

**Section H — LOCAL USE #1 and Section I — LOCAL USE #2**

If these sections are to be completed, ensure that STCs understand the procedures involved. Local Use #1 may be used at the division’s option. Local Use #2 should be used only if the Re-Rostered Reports are to be ordered on the Optional Scoring Services (OSS) Order Form. Local Use #2 must be used for the next term’s school building code number. If the code you enter in this field has less than four digits, you must enter zeros in the remaining spaces so that your local code can be read correctly by Scoring Services. Data will be carried on the electronic formats.

**Section J — MC FORM**

Students, Examiners, or other adults may complete this section.

Section J, MC Form, is to be completed with the form number of the multiple-choice test booklet the student is administered. On grades 3, 5 and 8 answer documents, the grade number is pre-gridded. On grade 3 answer documents, a “3” is pregridded, on grade 5 answer documents, a “5” is pregridded, and on grade 8 answer documents, an “8” is pregridded. The rest of the grid should be filled in with the form number that is printed on the front cover of the test booklets. On Content Specific History answer documents, a “5” is pregridded for United States History to 1877, a “6” is pregridded for United States History: 1877 to Present, and a “7” is pregridded for Civics & Economics, and the rest of the grid should be filled in with the remainder of the form number that is printed on the front cover of the test booklets. On End-of-Course answer documents, a “1” is pre-gridded, and the rest of the grid should be filled in with the remainder of the form number that is printed on the front cover of the test booklets.

Following each administration, Examiners should verify that the test form number gridded in Section J matches the test booklet which bears that student’s name.

**Correct completion of Section J (MC Form) is essential for correct and accurate scoring.**

**Section K — FIELD NOT USED**

Nothing should be marked in Section K.

**Section L — HISTORY AND SOCIAL SCIENCE ONLY (Grade 5 and 8 Only)**

This section must be completed for grade 4 students who are taking ONLY the grade 5 history test (Virginia Studies) and grade 7 students who are taking ONLY the grade 8



history (cumulative) test. If this grid is completed, it is not necessary to complete Section Z, Testing Status, to indicate why the other grade 5 or 8 tests were not taken.

### **Section M — SUBSTITUTE TEST (End-of-Course Only)**

This section is to be completed only for students who were administered a substitute test instead of a corresponding SOL End-of-Course test. Refer to the subject-specific, End-of-Course *Examiner's Manuals* for a list of substitute tests. If Section M is completed, there is nothing to be gridded in Section Z, Testing Status.

### **Section N — A-CODE (Grades 3, 5, and 8 Only)**

This section is to be completed for students who have been exempted from the grade 3, 5, or 8 SOL test and are participating in the Virginia Alternate Assessment Program. If Section N is completed, there is no need to complete Section Z, Testing Status, to explain why the student was not tested.

### **Section O — N-CODE**

This section is to be completed for students who are eligible for free or reduced-price lunches. STCs will need to determine who will complete this grid in each school. You should take into account the confidential nature of this information. Grid **circle A** for students who are eligible for free lunch; grid **circle B** for students who are eligible for reduced-price lunch. Circle C is not used at this time.

### **Section P — AYP ADJUSTMENT**

This field has been added to collect data pertinent to the *No Child Left Behind Act* of 2001. Complete the appropriate circle (**only one of A, B, or C**) in Section P if the student meets the criteria below:

#### **Circle A — Transfer from within division**

- Student was enrolled in the division on or before September 30 of the school year and has been enrolled in the division continuously as of the date of testing. The student transferred from one school to another **within** the division during this time period.

#### **Circle B — Transfer from outside division (*from within the state*)**

- Student was enrolled in Virginia public schools on September 30 of the school year and has been enrolled in the Virginia public schools continuously as of the date of testing. The student transferred from one division to another **within** the state during this time period.

#### **Circle C — Transfer from outside state**

- Student was **not** enrolled in the Virginia public schools on September 30 of the school year and/or has **not** been enrolled in the Virginia public schools continuously as of the date of testing.

#### **Circle D — Students Classified as LEP and in the U.S. less than one year**

Before gridding "D", review the updated definition carefully for LEP students.

- Grid Circle D for students who are classified as Limited English Proficient (level 1, level 2, level 3, level 4, monitor year 1 or monitor year 2) and who have been enrolled in the U.S. schools for less than one year. This would include LEP students who enrolled into a U.S. school after the first day of school for the 2003-2004 school year.



**Section Q — TITLE I/TAS**

Complete this grid if the student is receiving Targeted Assistance Services under Title I. Mark the subject area in which the student is receiving assistance:

- Reading and Mathematics
- Reading
- Mathematics
- Science
- History

Students attending schools with schoolwide Title I programs should not complete Section Q. Contact the school's Title I Coordinator for more information if needed. If you have additional questions, please call Brenda Spencer, Title I Coordinator, Virginia Department of Education at 804-371-6201 or email: bspencer@mail.vak12ed.edu.

**Section R — STUDENT CATEGORY**

Fill in the appropriate bubble for students meeting the listed criteria:

1. **Migrant:** A child who is, or whose parent or spouse is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work —
  - (A) has moved from one school district to another;
  - (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
2. **Homeless:** A child who is homeless and attending any school served by the local education agency.
3. **Neglected or Delinquent:** A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

**Section S — LIMITED ENGLISH PROFICIENT**

Pre-ID labels will not indicate LEP status even if a school division included the information on its Pre-ID files. If the Pre-ID files include LEP status, do not grid Section S. **Grid the circle only if the student is classified as limited English proficient (LEP) or has exited LEP monitor status within the last two years.**

The criteria for LEP are listed on the following page:

**Limited English Proficient (LEP) Students:**

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. The law states:

<b>An LEP student is classified as one:</b>		
(A.)	who is aged 3 through 21	
(B.)	who is enrolled or preparing to enroll in an elementary school or secondary school	
(C.)	(i.)	who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
<b>OR</b>		
	(ii.)	(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
<b>OR</b>		
	(iii.)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
<b>AND</b>		
(D.)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —	
	(i.)	the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
	(ii.)	the ability to achieve successfully in classrooms where the language of instruction is English; or
	(iii.)	the opportunity to participate fully in society
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]		

**NOTE**

In its Consolidated State Application, submitted to USED on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP). In addition to these students, **grid Section S** for those students who have exited LEP monitor status within the last two years. Recent guidance from USED allows Virginia to consider such students as LEP for the purposes of calculating Adequate Yearly Progress (AYP).

Note that even if LEP status is carried on the Pre-ID file, it is not printed on the Pre-ID label.

**Section T — SOA ADJUSTMENT**

Grid this circle for limited English proficient students and transfer students who meet the criteria listed below.

**Limited English Proficient (LEP) Students:**

Mark an LEP student in the “SOA Adjustment” section **ONLY** if she/he meets the criteria in Section T **AND** has been enrolled in a Virginia public school for less than 11 semesters. Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

**Transfer Students:**

Complete the transfer circle in Section T, SOA Adjustment, if the student meets criteria A, B, C, or D below.

- A. Grades 3, 5, and 8 (including Content Specific History) – regular schedule: Students enrolled from another school division, another state, private school, or home instruction **AFTER** the 20th instructional day following the opening of school
- B. Grade 8 (including Content Specific History) – block schedule: Students enrolled from another school division, another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the spring semester
- C. End-of-Course: Students enrolled from another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the school year (or semester, if on block schedules).
- D. Grades 3, 5, 8 (including Content Specific History) or End-of-Course: Students who have transferred out of and back into the division during the school year and have been carried in your division’s membership for 50% or less of the school year (or 50% of the semester for those on block schedules).

**Section U — S-Code**

Mark this section for students not currently enrolled, but who had sufficient standard credits in 2003 to graduate and who are returning only to retake an End-of-Course test(s) for verified credit.

**Section V — DISABILITY STATUS**

Only an Examiner or another adult is to complete this section. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an IEP or 504 management plan. Table 3 lists the Disability Status Codes to be used in completing Section V, Disability Status, on the answer document.

Use the following Disability Status Codes to complete Section V for any student who is identified as having a disability. Use categories 1 – 14 and category 16 for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* and who have Individualized Education Plans (IEPs). Use category 15 for “otherwise qualified handicapped” students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*.

**Table 3. Disability Status Codes**

CODE	DISABILITY STATUS		CODE	DISABILITY STATUS
1	Mental Retardation		9	Speech/Language Impairment
2	Severe Disabilities		10	Other Health Impairment
3	Multiple Disabilities		11	Blank
4	Orthopedic Impairment		12	Deaf-Blind
5	Visual Impairment (including blindness)		13	Autism
6	Hearing Impairment/Deaf		14	Traumatic Brain Injury
7	Learning Disability		15	Otherwise Qualified Handicapped under Section 504
8	Emotional Disturbance		16	Developmental Delay (through age 8)
17–20	These circles should be left blank (positions not used).			

**Section W — CAREER AND TECHNICAL EDUCATION**

Work with your local Career and Technical Education Administrator to determine how this section needs to be completed for students in your division. This grid is printed only on the End-of-Course answer documents. Refer to Appendix Y for information on completing this section.

**Section X — SPECIAL CODE**

Section X is not to be completed unless authorized by the Department of Education.

**Section Y — ADDITIONAL TEST CODES****Table 4. Section Y – Possible Coding**

<b>If a student is.....</b>	<b>Recovery</b>	<b>Retest</b>	<b>Expedited</b>	<b>D-Code</b>
• In grades 4, 6, 9, or an End-of-Course Mathematics class; participated in a remediation recovery program; and retaking a failed grade 3, 5, or 8 English: Reading test and/or Mathematics test; or an EOC Mathematics test – grid <b>Recovery</b>	<b>X</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
• In grade 9 special education; pursuing a modified standard diploma; participated in a remediation recovery program; and retaking a failed grade 8 English: Reading test and/or Mathematics test – grid <b>Recovery and D-Code</b>	<b>X</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>
• In an EOC Mathematics class; participated in a remediation recovery program and did NOT take the regularly scheduled test for legitimate reasons – grid <b>Recovery and Expedited</b>	<b>X</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>
• In grades 9, 10, 11, or 12 special education; pursuing a modified standard diploma; and RETAKING a failed grade 8 English: Reading test and/or Mathematics test – grid <b>Retest and D-Code</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>	<b>X</b>
• In grades 9, 10, 11, or 12 special education; pursuing a modified standard diploma; and RETAKING a failed grade 8 English: Reading test and/or Mathematics test under the expedited policy – grid <b>Retest, Expedited and D-Code</b>	<b>N/A</b>	<b>X</b>	<b>X</b>	<b>X</b>
• In grades 9, 10, or 11 special education; pursuing a modified standard diploma; and TAKES the grade 8 English: Reading test and/or Mathematics test for the FIRST time after the regular administration under the expedited policy – grid <b>Expedited and D-Code</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>	<b>X</b>
• In grades 9, 10, or 11 special education for the 2003-2004 school year; pursuing a modified standard diploma; and TAKING the grade 8 English: Reading test and/or Mathematics test for the FIRST time – grid <b>D-Code</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>
• RETAKING an EOC test for verified credit only (has passed the course(s) previously) – grid <b>Retest</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>	<b>N/A</b>
• RETAKING an EOC test under the Expedited Retake Policy for reasons other than did not take the regularly scheduled test for legitimate reasons – grid both <b>Retest and Expedited</b>	<b>N/A</b>	<b>X</b>	<b>X</b>	<b>N/A</b>
• TAKES an EOC test for the FIRST time after the regular test administration under the Expedited Retake Policy – grid <b>Expedited</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>

NOTE: If Section Y — Additional Codes are gridded, it is not necessary to grid Section Z — Testing Status.

**Expedited Retake Policy**

According to the 2000 Standards of Accreditation 8 VAC 20-131-110, the Board will provide opportunities for students who meet criteria adopted by the Board to have an expedited retake of an End-of-Course SOL test to earn verified credit.

To be eligible for an expedited retake of an End-of-Course test, the student must:

- Need the test for verified credit; and

- Have passed the course associated with the test; and
- One of the following:
  - Failed the test by a scale score of 375-399, OR
  - Had extenuating circumstances that would warrant retesting, OR
  - Did not sit for the regularly scheduled test for legitimate reasons.

As of February 2003, the Board revised the Expedited Retake guidelines to include opportunities for modified standard diploma students who meet criteria to have an expedited retake of the grade 8 *English: Reading* and/or grade 8 *Mathematics* test.

To be eligible for an expedited retake of the grade 8 *English: Reading* and/or grade 8 *Mathematics* test the student must:

- Need the test for literacy and numeracy requirements for the modified standard diploma; and
- One of the following:
  - Failed the test by a scale score of 375-399, OR
  - Had extenuating circumstances that would warrant retesting, OR
  - Did not sit for the regularly scheduled test for legitimate reasons.

Students who fulfill these conditions are not required to retest, but should be given the option. Divisions should retest students who meet the criteria for expedited retakes as soon as possible after the pass/fail reports are received. All expedited retests should be completed within four weeks of receiving your student score reports for the paper/pencil tests and within three weeks for the on-line tests.

At its March 24, 2004, meeting the Virginia Board of Education adopted adjusted cut scores on the grade 8 reading and mathematics tests for special education students taking these tests to meet the literacy and numeracy requirements of the modified standard diploma. Special education students achieving a scale score of 299 on the grade 8 *English: Reading* test should be considered to have met the literacy requirements of the modified standard diploma. Special education students achieving a scale score of 360 on the grade 8 mathematics test should be considered to have met the numeracy requirements of the modified standard diploma. The adjusted cut scores may be applied retroactively so that students who achieved the required scale scores in previous test administrations may be considered to have met the literacy and numeracy requirements of the modified standard diploma. **NOTE: This action by the Board of Education does NOT affect the score required to pass the grade 8 reading or mathematics tests; the required score to pass the tests remains at 400.**

Students who retake a test under the expedited retake provision will receive two score reports for that test — one for the original administration of the test and one for the re-take administration. Both scores will count in the school's pass rate for that test. However, the score from the expedited retake administration will count in the school accreditation rating only if the student passes.

## Section Z — TESTING STATUS

Following the completion of make-up testing, only an Examiner or another designated adult is to complete this section, to explain why a student did not take one or more of the required SOL *Multiple-Choice (Non-Writing)* tests. Complete instructions are in the *Examiner's Manuals*.

Table 5, Coding "Testing Status", explains the options for completing Section Z, Testing Status.

**Table 5. Coding “Testing Status”**

FILL IN CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent.
2 = IEP or 504 management plan	Exempted from taking the test in grade 3, 5, 8 or Content Specific History tests by way of her/his IEP or 504 management plan. Circle 2 is not applicable for End-of-Course tests.
3 = Limited English Proficient (LEP)	Exempted from taking the test in grade 3, 5, 8 or Content Specific History by way of her/his LEP documentation. Mark bubble 3 for ONLY grade 3, 5, or 8 <i>English: Reading</i> if the student is LEP and is taking the reading assessment of the <i>Stanford English Language Proficiency (SELP)</i> test as a substitute for the SOL <i>English</i> (in grade 3 and SOL <i>English: Reading</i> (in grade 5 or 8) tests. This provision is not applicable to the grade 3, 5, or 8 <i>Mathematics</i> tests. (See Appendix B)
4 = Medical Emergency	Unable to take the test due to a medical emergency.
5 = Refusal/Disruptive	Too disruptive or refused to take the test.
6 = Alternate Form Used	Fill in circle 6 <b>only with authorization from the Virginia Department of Education.</b>
7 = Student Cheated	Fill in circle 7 if it is determined that a student cheated.
8 = Student is not taking this class in the Spring semester.	Students on block schedules may have taken an eighth-grade class and its associated SOL test in the Fall administration. Circle 8 should be filled in only for the test(s) that the student took in the Fall administration.
8 = A grade 5 student took the grade 5 <i>History and Social Science</i> test as a fourth grader.	School divisions have the option of making a division-wide decision to administer the grade 5 <i>History and Social Science</i> (Virginia Studies) test to fourth graders. If you have fifth graders who took the grade 5 <i>History and Social Science</i> test as fourth graders under this option, fill in circle 8 for this test.
8 = A grade 8 student took the grade 8 <i>History and Social Science</i> (cumulative) test as a seventh grader.	For grade 8 students who took the grade 8 <i>History and Social Science</i> test as seventh graders, mark circle 8 for <b>ONLY</b> the <i>History</i> test to indicate that it has already been taken.
8 = A grade 8 student took the grade 8 <i>Mathematics</i> or the plain English mathematics, and/or <i>Science</i> tests as a fifth, sixth, or seventh grader.	For grade 8 students who took the grade 8 <i>Mathematics</i> , plain English mathematics, or <i>Science</i> tests as fifth, sixth, or seventh graders, mark circle 8 for these tests to indicate that they have already been taken.
8 = A grade 5, 6, or 7 student took the grade 8 <i>Mathematics</i> , plain English mathematics, and/or <i>Science</i> tests early.	For fifth, sixth, or seventh graders who are taking the grade 8 <i>Mathematics</i> , plain English mathematics, and/or <i>Science</i> tests early, fill in circle 8 for all other subject tests to indicate that they are not being taken at this time.
9 = Student has already passed this test	Fill in circle 9 if the student previously passed this test but is retaking the class/course.
10 = Other	Fill in circle 10 <b>only with authorization from the Virginia Department of Education.</b>
11 = Other	Fill in circle 11 <b>only with authorization from the Virginia Department of Education.</b>
12 = Other	Fill in circle 12 <b>only with authorization from the Virginia Department of Education.</b>

## Section AA — SPECIAL TEST ACCOMMODATIONS

Only an Examiner or another designated adult is to complete this section. It must be filled out for students who receive testing accommodations as specified in their IEPs or 504 management plans or on their *LEP SOL Participation Plans*. All accommodations that apply to a student must be entered; accuracy is critical.

Make sure that STCs and Examiners are aware that Section AA shows **only** the circles for allowable accommodations. Appendix G shows the specific testing accommodations that correspond to the numbers shown in the Special Test Accommodations section for each test. This information is also included in the *Examiner's Manuals*.

**Circle A** should be used for students who are taking the plain English mathematics test instead of the regular grade 3, 5, or 8 Mathematics test. The plain English mathematics test is available to LEP students who are classified as level 1 or level 2; and all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school, and students with disabilities based on their IEPs or 504 management plans.

### GRADE 8 EXAMPLE

	SPECIAL TEST ACCOMMODATIONS													SPECIAL TEST ACCOMMODATIONS																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	A	B	
English	1	2	3	4	5	6	7	8	9					13	14	15	16	17	18		20	21	22	23				27	A	B
Math	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23				27	28	A	B
History & Soc. Sci.	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18		20	21	22	23				27	A	B	
Science	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23				27	28	A	B

17

#### Regarding Students with Disabilities:

Circles in the shaded boxes above are not applicable for students with disabilities, unless also identified as LEP. If the student is identified as having a disability but not as LEP, DO NOT GRID.

Grid circle A if applicable. Do not grid circle B unless instructed to do so by your DDOT.

	SPECIAL TEST ACCOMMODATIONS													SPECIAL TEST ACCOMMODATIONS																
	1	2	3	4	5	6	7	8	9 <th>10</th> <th>11</th> <th>12</th> <th>13 <th>14</th><th>15</th><th>16</th><th>17</th><th>18 <th>19</th><th>20</th><th>21</th><th>22</th><th>23 <th>24</th><th>25</th><th>26</th><th>27 <th>A</th><th>B </th></th></th></th></th>	10	11	12	13 <th>14</th> <th>15</th> <th>16</th> <th>17</th> <th>18 <th>19</th><th>20</th><th>21</th><th>22</th><th>23 <th>24</th><th>25</th><th>26</th><th>27 <th>A</th><th>B </th></th></th></th>	14	15	16	17	18 <th>19</th> <th>20</th> <th>21</th> <th>22</th> <th>23 <th>24</th><th>25</th><th>26</th><th>27 <th>A</th><th>B </th></th></th>	19	20	21	22	23 <th>24</th> <th>25</th> <th>26</th> <th>27 <th>A</th><th>B </th></th>	24	25	26	27 <th>A</th> <th>B </th>	A	B	
English	1	2	3	4	5	6	7	8	9					13	14	15	16	17	18		20	21	22	23				27	A	B
Math	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23				27	28	A	B
History & Soc. Sci.	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18		20	21	22	23				27	A	B	
Science	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23				27	28	A	B

5

#### Regarding LEP Students:

Circles in the shaded boxes above are not applicable for LEP students, unless also identified as having a disability. If the student is identified as LEP but does not have a disability, DO NOT GRID.

### 4.8.2 Use of Pre-ID labels

If the Pre-ID, or bar code label, service has been ordered, instruct all STCs on the proper use and placement of the labels. A sample demographic page with a Pre-ID label is in Appendix F. Also **refer STCs to the instructions that Harcourt provides with your division's Pre-ID labels.**

**IMPORTANT:** If your division has ordered Pre-ID labels with disability status, LEP status, free or reduced-price lunch information, or career and technical education



information on the Pre-ID file, you should **not complete** these grids on the demographic pages of the answer documents.

The Pre-ID label will carry only the disability code after the student's last name. LEP status, free or reduced-price lunch information, or career and technical education information is embedded in the bar code portion of the label, and can only be read by machine. If this information was not part of your Pre-ID file submission, it may be hand-gridded. The information on the Pre-ID label will override any hand-gridded information. (For more detailed instructions, please read your "INSTRUCTIONS FOR ORDERING PRE-IDENTIFICATION LABELS" letter).

#### **4.8.3 Side 2 of the SSID (header sheet)**

If your division will order the optional classroom-level reports offered by Harcourt, you must complete Side 2 of the SSID sheet (TEACHER, COUNSELOR, OR GROUP NAME) in order to identify teacher/classroom groups. A classroom-level report will be printed for **each** SSID submitted with scorable answer documents.

#### **4.8.4 Test dates and schedules**

Make sure STCs and Examiners are aware that they must set the specific testing and make-up session schedules in their respective schools. STCs must also be aware that they must inform their students of test dates. See Section 4.2 for more complete information.

#### **4.8.5 Test administration audits**

Remind STCs of the possibility that their testing sessions may be audited by the Virginia Department of Education. Share with them information about the audit process and provide them with copies of audit forms. (These forms have been sent to you via a testing memo.)

Be sure to instruct STCs that once school testing schedules have been set and communicated to you, you must be notified immediately if there should be any change in date(s) or time(s) of administration. **IMPORTANT: See NOTE 4 in Section 4.2.**

### **4.9 Train School Test Coordinators**

Provide training for STCs that highlights the responsibilities described in the *School Test Coordinator's Manual*, reviews local instructions, and stresses security procedures.

The following topics should be addressed in your training:

- responsibilities of STCs and Examiners
- testing schedules, including make-up sessions and the return of all forms by deadlines
- security requirements, including use of the *Examiner's/Proctor's Test Security Agreement* and the Virginia General Assembly 2000 legislation on test security (Appendix A)
- guidelines for participation of LEP students and students with disabilities
- Plain English Mathematics tests in grade 3, 5, or 8
- Content Specific History tests (United States History to 1877, United States History: 1877 to Present, and Civics & Economics)
- Certain LEP students may use the reading subtest of the *Stanford English Language Proficiency (SELP)* tests as a substitute for *SOL English* (in grade 3) and *SOL English: Reading* (in grade 5 or 8) tests
- A subject specific answer document has been distributed for use with both 1995 and 2001 versions of EOC History tests. Answer documents have sufficient spaces for students to grid their responses for the longer version of the test. Students taking the shorter versions of the test,

which measure the 2001 standards, should leave the remaining answer spaces blank.

- arranging for testing sites
- handling testing irregularities
- organizing, packing, and returning scorable and non-scorable materials to you after testing
- training Examiners

#### 4.9.1 Packaging of multiple-choice tests

Each package of multiple-choice test booklets and will contain a cover sheet that shows:

- a package number unique to the booklets within the package
- the range of test form numbers of the test booklets within the package

A sample of this cover sheet is in Appendix H.

Ensure that STCs and Examiners know that before test booklets are distributed to students, Examiners should count and record the number of materials they have received in each package. All cover sheets should be returned with test booklets to the STC.

### 4.10 Receive Secure Test Materials

#### 4.10.1 Receipt of schools' secure materials

These shipments, packed separately for each school, will be delivered to you approximately 2 weeks prior to the beginning of your testing window. If you have not received all cartons for all schools by this time, please call your Harcourt Virginia Program Coordinator at (800) 228-0752 (see Appendix Z).

Each school's cartons of secure test materials will be numbered sequentially ("1 of X," "2 of X," and so on). **The school name will appear on the Harcourt label on each box.** Each school's cartons will include the school's assigned multiple-choice test booklets.

Check to make sure that:

- each school's shipment is complete (i.e., all cartons have arrived);
- no cartons have been broken or opened in transit; and
- all cartons have arrived for all schools scheduled to test.

**Carefully review your copy of each school's secure materials packing list (contained in box #1 of your division overage. Verify that all schools are included and that all secure test booklets needed for each school's testing are listed.** You may want to forward a copy of the packing list to the school so that they can inform you promptly if additional materials are needed. If a school's shipment appears incomplete in any way, call your Harcourt Virginia Program Coordinator.

#### 4.10.2 Receipt and verification of division overage of secure materials

This shipment of test materials will also be delivered to you approximately 2-2½ weeks prior to the beginning of your testing window. It will include overage quantities of secure multiple-choice test booklets in the event they are needed by any of the schools in your division. The cartons in this overage shipment will be numbered sequentially ("1 of X," "2 of X," and so on) and include the following items:

- a cover letter
- division overage packing list
- a copy of each school's secure materials packing list
- grade - and/or subject-specific (including Content Specific History) multiple-choice test booklets (an overage is supplied for each primary form assigned to your schools)
- one package of irregularity form test booklets for each grade and subject test

(including Content Specific History) to be used only for testing irregularities with the prior approval of the Virginia Department of Education.

Overage quantities of test booklets equal approximately 10% of the division's projected enrollments. These materials can be used in the event they are needed by any of the schools in your division. If you have any questions about which materials to use at a given location, please contact the Department of Education or Harcourt.

Verify that the quantities of all materials received match those listed on your division overage packing list and that school shipments appear to be complete. The *Division Verification of Receipt of Secure Testing Materials and Reorder Form* that used to be part of this shipment is now in Appendix D of this manual. Fax the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* to Harcourt Assessment, Inc. no later than seven school days after receipt of materials. **This division verification of receipt of materials must be returned to Harcourt even if additional testing materials are not needed.** Do not send school verification forms to Harcourt. Additional materials should be ordered from Harcourt Assessment, Inc. Harcourt will make every effort to deliver adjustments to you as quickly as possible, but **please remember to allow four business days for receipt of shipments.**

Retain all dual-purpose cartons in which materials were received. These cartons should be used to return answer documents to the Scoring Center.

#### NOTE 6

Even if additional testing materials are not needed, the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* **must be returned to Harcourt.**

#### 4.10.3 Distribution of secure materials to schools

Using a copy of the *SOL School Test Booklet Transmittal Form* (see Appendix I), transfer to each school its cartons of secure test materials. Complete instructions are printed on the form. Please remember, however, that **this transfer may not occur more than 96 hours (or four school days) before the school's first scheduled testing session.**

When transferring secure test materials to schools, have each STC inventory the school's materials. **The STC must report any shortages or discrepancies to you immediately.**

STCs should retain the dual-purpose cartons in which materials are shipped and use them to return all scorable secure materials to you immediately after testing. These cartons will also be used to return all non-scorable materials to you.

#### 4.10.4. Receive Special Test Forms materials and transmit to schools

This shipment of test materials will be delivered to you approximately 2 weeks prior to the beginning of your testing window. The Special Test Forms kits will be packaged by school, but shipped to you. Carefully review your copy of each school's packing list. Verify that the Special Test Forms materials are listed for the schools needing the materials. You may want to forward a copy of the packing list to the school so that they can inform you promptly if additional materials are needed. Use the *Division Verification of Receipt of Secure (Regular and Specials) Testing Materials and Reorder Form* (in Appendix D) to verify the shipment and to order additional materials. If there is any discrepancy between the number of kits ordered and the number received, call your Harcourt Virginia Program Coordinator. Transmit the Braille, large-print, and regular audiotape test form kits to the STCs no more than 96 hours (four school days) before the first administration

of the SOL *Multiple-Choice (Non-Writing)* tests. Use the *SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document* (in Appendix Q) to transmit Special Forms materials to schools.

## 5. SPECIFIC DUTIES OF THE DDOT: DURING TESTING

### 5.1 Maintain a Contingency Plan

Be prepared to coordinate and monitor adjustments in each school's testing schedule if inclement weather or other unforeseen events threaten or force school closures.

**If school openings are delayed or an early dismissal is possible or likely:**

- a. Do not begin testing unless you are confident that all testing sessions can be completed during the school day on which they are scheduled.
- b. If testing has already begun and school is dismissed during a testing session, call the Department of Education's Division of Assessment and Reporting immediately at (804) 225-2102.

**If schools are closed:**

- a. If you have received notification from Harcourt that one of your schools will be audited, notify Harcourt of the school closure by faxing, toll-free, 1-(800) 547-2059, or E-Mail to [virginia\\_sol@harcourt.com](mailto:virginia_sol@harcourt.com).
- b. Reschedule the test administration within your existing window if possible. If the number of missed days necessitates a change in your testing window, notify the Department of Education at (804) 225-2102.

### 5.2 Be Prepared to Participate in an Administration Audit

The Department of Education requires that auditors visit 10% of the schools administering the SOL tests. If any schools in your division are selected for an audit, you will receive fax notification on the school day prior to the earliest of those audits. On the day you are to receive that notification, you will also be contacted by telephone to confirm receipt of the fax.

Auditors will carry letters of introduction (printed on Harcourt letterhead) which will serve as authorization from the Department of Education. Be prepared to provide STCs with specific information regarding the audit process.

**IMPORTANT:** Notify Harcourt immediately if a school's testing schedule has changed. Send the school's revised schedule by toll-free fax to 1-800-547-2059 or call Harcourt's Virginia Program Coordinator. **See NOTE 4 in Section 4.2.**

### 5.3 Monitor Test Administration

Be available to STCs for questions and problem resolution during the administration of the SOL *Multiple-Choice (Non-Writing)* tests. Ensure that all secure materials are being handled properly by both STCs and Examiners.

### 5.4 Identify and Resolve Testing Irregularities

The *Examiner's Manual* instructs Examiners to **immediately** report any testing irregularities to their STC. As DDOT, you may be called upon to resolve or mediate suspected or reported irregularities.

A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include but are not limited to:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to a student

- testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL Participation Plan* are not provided
- a student is provided an accommodation that is not specified in her/his IEP, 504 management plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer document is missing, or
- any unused/unassigned test booklet is missing.

All testing irregularities must be recorded on the *Test Irregularity Form* (found in Appendix J of this manual and also in the *School Test Coordinator's Manual* and all *Examiner's Manuals*) and submitted to you **within 24 hours of occurrence**.

#### NOTE 7

In order to process the testing irregularities, it is important to:

- write legibly (please PRINT the description)
- complete the division and school code
- include the name of each student involved ONLY if the student needs to be retested with an alternate form
- include the correct form number

While you are encouraged to give STCs guidance in the proper way to resolve specific test irregularities, there may be times when you will need to submit an irregularity to the Department of Education for resolution. When that is necessary, sign the *Test Irregularity Form* in the appropriate space and fax it to the Department of Education's Division of Assessment and Reporting at 804-371-8978. Again, this must occur within 24 hours of your receipt of an irregularity report from a school.

## 5.5 Make-Up Sessions

Students who are absent or miss a regular test session must be provided with an opportunity to take on a make-up basis the test(s) they missed. All make-up sessions must be completed in time for you to ship all scorable answer documents by the date(s) reported to Harcourt. Make sure that STCs understand the following:

- For make-up sessions of the multiple-choice tests, students will take the same test form taken by other students on the regular testing date(s).
- To help ensure complete and proper scoring of test results, students in grade 3, 5, or 8 who are taking ALL four of her or his SOL subject tests using one test booklet should use only ONE answer document.

For students in grade 3, 5, or 8 who are taking the "plain English" version of the mathematics tests and/or taking a Content Specific History test (United States History to 1877, United States History: 1877 to Present, or Civics & Economics) in addition to their SOL English and science subject tests will be using multiple test booklets and answer documents. Students taking the "plain English" version of the mathematics should use a separate, grade specific answer document with the Plain English (LEP) Mathematics test. Students taking a Content Specific History test will use subject-specific answer documents. Answer documents for the Plain English (LEP) Mathematics test and the Content Specific History tests must be returned with separate SSID sheets.

Make sure STCs and Examiners understand the importance of this during make-up sessions.

- After make-up sessions have been completed, the answer document of any student who has taken a make-up test must be grouped with the answer documents used by students in her/his regular classroom.

## 6. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

### NOTE 8

Remember that scorable answer documents and non-scorable secure test booklets will be shipped to different locations:

- **Scorable answer documents** will be shipped to the Harcourt Scoring Center in **Iowa City, Iowa.**
- **Non-scorable, secure test booklets** will be shipped to the Harcourt Scoring Center in **San Antonio, Texas.**

After all testing sessions have been completed in all schools, your primary responsibilities will be to:

- organize all schools' answer documents for return to the Harcourt Scoring Center in Iowa City, Iowa
- account for and return **all copies** of the secure test booklets to Harcourt in San Antonio, Texas, and
- dispose of the remaining non-secure test materials.

You will be responsible for the prompt and secure receipt of all test materials from each school and shipment of these materials in accordance with published deadlines.

### 6.1 Receive Set A – Scorable Answer Documents

**Set A** — After the testing sessions, including all make-up sessions, have been concluded, bundles of scorable answer documents and SSID sheets, along with the completed *SOL School Master File Sheets*, must be received in your office from each school **as soon as possible**.

Using the original shipping cartons, each STC is to repackage the bundles of answer documents for the school. See Section 6.3, "Prepare and Transmit Set A – Scorable Test Materials," in the *School Test Coordinator's Manual*. The STC has been instructed to box multiple-choice grades 3, 5, and 8 scorable answer documents separately from the Content Specific History tests (United States History to 1877, US History from 1877 to Present, or Civics & Economics) scorable answer documents and End-of-Course scorable answer documents for return to you. You may give STCs separate deadlines for their return. The STC has also been instructed to label all cartons of scorable answer documents as Set A - MC or Set A - HST, or Set A - EOC and to place the appropriate completed *SOL School Master File Sheet* on top of box #1 of answer documents. The STC has also been instructed to close all shipping cartons in such a manner that will allow you to re-open them easily upon receipt.

Upon receipt of the Set A scorable answer documents from each school, **separate from them any non-scorable materials that are not to be shipped to the Scoring Center at this time** such as test booklets, loose papers, manuals, and affidavits. Any loose papers in answer documents will not be scored.

You must ship scorable answer documents to the Iowa City Scoring Center **as soon as possible after all testing in the division is completed, but no later than the date you communicated to Harcourt as your shipping date**. Make sure that STCs know the schedule you have set for receipt of Set A - MC and Set A - HST, or Set A - EOC materials that will allow this shipment to take place as scheduled.

**IMPORTANT:** All of your division's scorable answer documents for grades 3, 5, and 8 must be shipped at one time. All of your division's scorable answer documents for Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics) must be shipped at one time. All of your division's End-of-Course scorable answer documents must also be shipped together but may be shipped at a different time than grades 3, 5, and 8 and the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics). Or, all three groups of answer documents can be shipped at the same time but packed in separate shipping cartons. However, all three groups must be shipped as soon as possible after testing (including make-up

testing) is completed, **but no later than the date you communicated to Harcourt as your shipping date.**

## 6.2 Verify Scorable Answer Documents from Schools

Working with one school's materials at a time, separate the answer document bundles by grade, subject, and content specific subject area. Make sure that you keep the school's answer document bundles together with its *SOL School Master File Sheet*.

Work through the following steps **separately** for the *SOL School Master File Sheets* and then for the *Division Master File Sheets*. The following information must be carefully verified for **each school and grade/subject / content** to ensure proper and timely scoring of answer documents.

### 6.2.1 SOL School Master File Sheets

On top of each bundle of grade and/or subject specific answer documents, there must be a completed *School Master File Sheet*. There are three Master File Sheets (1) *SOL School Multiple-Choice Master File Sheet* for grades 3, 5, and 8 (including plain English (LEP) Mathematics); (2) *SOL Content Specific History School Master File Sheet* for the Content Specific History tests; and (3) *SOL End-of-Course School Master File Sheet* for all End-of-Course subjects. See samples in Appendix L. Each *SOL School Master File Sheet* must display the total number of bundled groups and the total number of scorable documents for students both tested and not tested for that grade, subject, or content specific subject.

#### NOTE 9

Verify that the number of bundles and the total counts of scorable answer documents recorded by the STC are correct. Remember that answer documents for students who did not test are to be included in this shipment and in the counts recorded on this form. **Resolve any discrepancy immediately. Incorrect counts transferred to your *Division Master File Sheet*, as explained in Section 6.2.2 below, can result in "alerts" at the Scoring Center that will delay reporting of your SOL test results.**

### 6.2.2 SOL Division Master File Sheets

Once you have verified a school's *SOL Master File Sheet(s)*, record the number of groups for each grade and/or subject specific test on the appropriate *Division Master File Sheet*. There are three Division Master File Sheets: (1) *SOL Division Multiple-Choice Master File Sheet(s)* for grades 3, 5, and 8 (including plain English (LEP) Mathematics); (2) *SOL Content Specific History Division Master File Sheet(s)* for the Content Specific History tests; and (3) *SOL End-of-Course Division Master File Sheet(s)* for all End-of-Course subjects. *Division Master File Sheets* break at each school, so you will receive multiple sheets. See samples in Appendix K. Leave the FOR SCORING CENTER USE boxes blank. **Set aside the School's Master File Sheet(s) and keep them for your records. Ship only the *Division Master File Sheets*.**

### 6.2.3 Paper-banded groups of answer documents

Verify that every paper band displays the corresponding school name and grade/subject/content specific subject area. Remember that if there is more than one bundle per grade or subject, the paper bands are to be sequentially numbered (e.g., "1 of X," "2 of X," and so on) by grade, subject or content specific subject area.

**NOTE:** For Plain English Mathematics (LEP) you should specify "LEP Mathematics" on the paper band, and for Content Specific Histories you should specify "HST 567" on the paper band.



#### 6.2.4 Scoring Service Identification Sheets (SSIDs or “header sheets”)

On top of every paper-banded bundle of answer documents there must be a preprinted SSID sheet. To reduce the number of scoring alerts, there are now three new SSID sheets. See the samples in Appendix M.

Use the purple (Special Accommodation Testing Material) SSID sheet to bundle answer documents from Special Test Forms (Braille, large-print, regular audio). Use the pink (Irregularity Testing Material) SSID sheet for answer documents used for retesting with an irregularity/alternate test booklet that has been approved by the Department of Education. Use the orange (Regular Testing Material) SSID sheets to bundle the remaining answer documents, including read-aloud forms.

These three types of answer documents **must** be separated into distinct groups, each with its own SSID, and wrapped with a clearly labeled paper band that distinguishes it from the other types of administrations. Bundle each group **by grade/subject, content specific subject area, and form number** with its SSID sheet. Then place each group at the top of the stack of regular scorable answer documents for that grade. Proper bundling is imperative so that tests are scored and reported correctly.

- SSIDs must be the computer-generated, preprinted SSIDs received from Harcourt. If any photocopied SSIDs are found, call the STC to obtain an unused, preprinted SSID sheet. If an SSID sheet is missing, contact the STC to obtain one for the bundled group. If the STC does not have any more, please call your Harcourt Virginia Program Coordinator.
- Side 1 of each SSID must be complete and accurate. The *Examiner's Manuals* carry all instructions for completing this form.

Verify that the preprinted information (division name, division code, city and state, school name, school code, and grade) is correct.

The GRADE field should be preprinted and computer-gridded. Make sure the indicated grade on the SSID corresponds to the booklets in the bundle.

The NUMBER OF DOCUMENTS field on each SSID sheet must be gridded correctly and accurately. Spot check to ensure that accurate counts of scorable documents have been gridded by each school, that the gridded counts include students who did not test, and that the gridded counts are right-justified in the columns. Enter zeros to the left of the number to completely fill the four-digit field. For example, 32 booklets would be printed and gridded as 0032. **Incorrect counts could cause delays in reporting of your SOL test results.**

- Ensure that your local instructions regarding Side 2 information have been followed.

#### NOTE 10

If a classroom group of students at a grade lower than 8 has taken one or more of the SOL grade 8 tests, the Examiner must still use a preprinted grade 8 SSID sheet. This is also true for grade 4 students taking the grade 5 history/social science (Virginia Studies) test. In both cases, the correct grade circle must be gridded on the demographic page of the student's answer document so that the grade level of the student is correctly reported. For example, fourth grade students taking a grade 5 history/social science (Virginia Studies) test will have their answer documents bundled under a grade 5 pre-slugged SSID sheet. However, the grade 4 circle must be gridded on the demographic page of the student's answer document so that the student is correctly reported as a grade 4, not a grade 5, student.



**NOTE 11**

The SCHOOL NAME and SCHOOL CODE fields as preprinted by Harcourt **may not be altered**. Alteration of these fields will require that Harcourt contact you for resolution and may cause delays in reporting of your SOL test results.

**6.3 Check for Proper Orientation of Scannable Documents**

Within each bundle, Side 1 of the SSID sheet must face up. The edge with the black “timing tracks” must be to the left.

Answer documents’ demographic pages must also face up within the bundle so that their black timing tracks are to the left, just as with the bundle’s SSID. Note that each answer document has one corner cut at an angle. If all documents are properly positioned, this corner-cut should line up for all documents in the bundle.

**NOTE 12**

Improper orientation of the scannable documents could result in damage during the scanning process and delay reporting of SOL *Multiple-Choice (Non-Writing)* test results.

**6.4 Pack Scorable Answer Documents**

Answer documents for the grades 3, 5, and 8 multiple-choice tests are to be boxed, labeled, and shipped separately from the Content Specific History (United States History to 1877, United States History: 1877 to Present, or Civics & Economics) tests and End-of-Course answer documents.

**6.4.1 Division Master File Sheets**

After all cartons are packed, place the appropriate *Division Master File Sheet* at the **top of the carton to be labeled “1 of X.”** There are three Master File Sheets, (1) Multiple-Choice for grades 3, 5, and 8, (2) the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics), (3) one End-of-Course for End-of-Course tests. Verify that the number of groups from all schools has been recorded on the appropriate *Division Master File Sheet*. See the samples in Appendix K and related information in Section 6.2.2. Do not ship the *School Master File Sheets*. Retain these for your records.

**6.4.2 Proper sequence for packing scorable materials**

Schools and grade levels (Multiple-Choice tests)/subjects (End-of-Course tests) should be packed in the order in which they are printed on the *Division Master File Sheet*. Do not intermix materials from different schools or different grade levels. They must remain in proper sequence.

Cartons can be filled by putting more than one school’s materials into a single carton as long as the materials remain in proper sequence. A packing diagram is displayed on page 35 for your reference.

If optional scoring services are requested, include the appropriate Order Form for Optional Scoring Services (OSS) directly behind the *Division Master File Sheet* in Box #1, as shown in the packing diagram.

## 6.5 Prepare to Ship Scorable Answer Documents

All of your division's scorable answer documents for grades 3, 5, and 8 must be shipped at one time. All of your division's scorable answer documents for the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics) must be shipped at one time. All of your division's End-of-Course scorable answer documents must also be shipped together but may be shipped at a different time than grades 3, 5, and 8 and the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics). Or, all three groups of answer documents can be shipped at the same time but packed in separate shipping cartons. However, all three groups must be shipped as soon as possible after testing (including make-up testing) is completed, **but no later than the date you communicated to Harcourt as your shipping date.**

Use sturdy shipping cartons. If they remain in good condition, you can reuse the cartons in which your materials were delivered. Securely tape all edges of each carton to help ensure that they do not break open in shipment. If any carton is not completely full, fill the empty space with crumpled paper. **Do not use plastic or Styrofoam "peanuts."**

Affix a **yellow** "Virginia SOL Multiple-Choice Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for grades 3, 5, and 8. On **each** label, enter the name of your school division in the corresponding blank.

Affix a **pink** "Virginia SOL Content Specific History Tests (HST 567) Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics). On **each** label, enter the name of your school division in the corresponding blank.

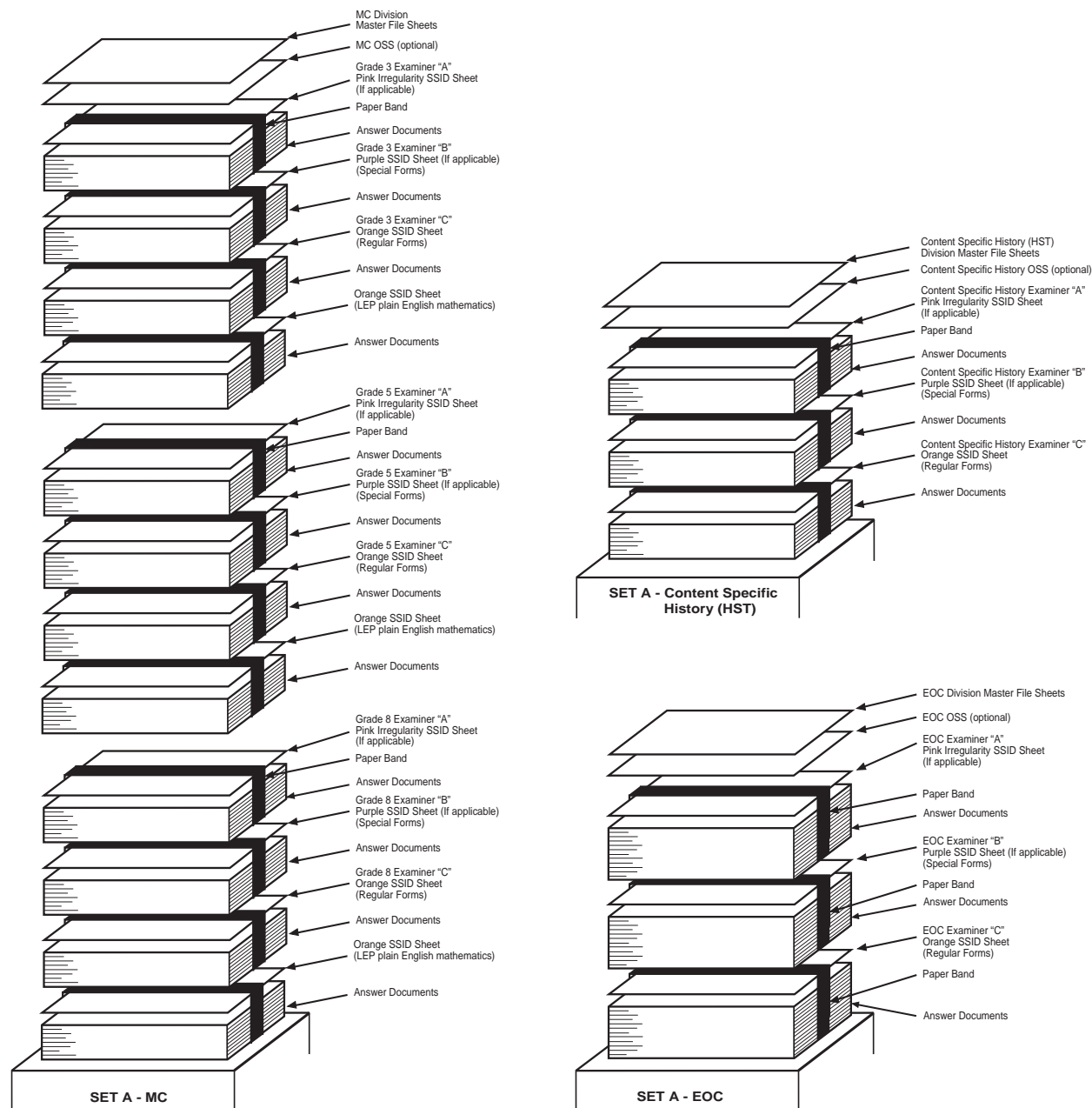
Affix a **red** "Virginia SOL End-of-Course Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for End-of-Course tests. On each label, enter the name of your school division in the corresponding blank.

### NOTE 13

For this shipment, **do not use the green labels.** They identify return shipments of non-scorable materials.

### PACKING DIAGRAM

The illustration below is an example of the proper packing sequence of scorable materials. Irregularity and special test forms bundles (SSID sheets and answer documents), if any, must remain with bundles for the school and grade in which they were used. **Make sure that you keep each school's bundles of answer documents separate.**



Count the carton for the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, or Civics & Economics) documents. Then, in the space provided on the **PINK** label, number the cartons sequentially. Begin with the carton that contains the *SOL Content Specific History Division Master File Sheets*. This carton will be "1 of X," with remaining cartons numbered "2 of X," "3 of X," and so on.

Count the cartons for grades 3, 5, 8 documents. Then, in the space provided on the **YELLOW** label, number the cartons sequentially. Begin with the carton that contains the *SOL Multiple-Choice Division Master File Sheets*. This carton will be "1 of X," with remaining cartons numbered "2 of X," "3 of X," and so on.

Count the cartons for End-of-Course documents. Then, in the space provided on the **RED** label, number the cartons sequentially. Begin with the carton that contains the *SOL End-of-Course Division Master File Sheet*. This carton will be "1 of X," with remaining cartons numbered "2 of X," "3 of X," and so on.

Find the preprinted **black and white UPS Next Day Air Shipping Documents** that were included in your DDOT Kit.

#### NOTE 14

**IMPORTANT:** The **black-and-white UPS Next Day Air Shipping Documents** display an **Iowa City, Iowa**, address and must be used for this shipment of scorable answer documents. Do not ship answer documents using the black-and-white UPS GroundTrac labels or via U.S. Mail or any other carrier.

Use of the UPS GroundTrac labels for this shipment will result in your scorable materials being shipped to the wrong location and delay your division's receipt of SOL test results.

Use the following steps to complete and affix one UPS Shipping Document **to each carton**.

- a. Review the preprinted information in Part 1 ("Shipment From") of each UPS Shipping Document. If any of this information is incorrect, make the necessary correction(s). **Be sure that your correct telephone number is displayed in Part 1.**

The Scoring Center's Iowa City address and Harcourt's billing account codes are preprinted on the UPS Shipping Document. If your preprinted Shipping Document is lost, you may use one that can be supplied by the UPS driver when he or she arrives. If you find this to be necessary:

- call your Harcourt Virginia Program Coordinator at 1-800-228-0752 to obtain the proper account number to avoid billing this shipment to your division; and
- make sure that the cartons containing scorable answer documents are shipped to the following address:

**Harcourt Assessment, Inc.  
SOL Scoring Center  
2510 North Dodge Street  
Iowa City, IA 52245**

- b. Weigh the carton, and enter the weight in Part 3.

If a scale is not available, enter your **best estimate** of the carton's weight according to the information in Table 6 below:

**Table 6. Weight Estimates**

16-inch carton, full	32 pounds
8-inch carton, full	16 pounds
16-inch carton, half full	
4-inch carton, full	8 pounds
8-inch carton, half full	
16-inch carton, quarter full	

- c. Sign and date Part 9 ("Shipper's Signature") of **each** UPS Shipping Document.
- d. Remove its backing and affix a completed UPS Shipping Document to the **top of each carton**.

## 6.6 Arrange UPS Pickup of Scorable Answer Documents

Ship the answer documents by UPS using the instructions that follow.

- a. If you have not already done so, contact UPS **the day before you expect to have your shipment ready.**

**For answer document PICKUP, contact UPS toll-free 24 hours in advance at 1-800-214-0391. Use this 800 number only. DO NOT call the regular UPS pickup telephone number.**

Be sure to tell the UPS customer representative that the shipment is to be paid for by Harcourt ("Receiver" on the Shipping Document) and that you will be using preprinted Next Day Air Shipping Documents. If your building closes before 5 p.m., be sure to instruct UPS to arrive prior to 3 p.m.

**If you need assistance from a UPS Representative, or if a UPS driver requests payment for this pickup, call toll-free 1-800-377-4877, extension 2422.**

- b. Before the UPS driver arrives, double-check the following:
  - Has a **yellow MC, pink HST 567, or a red EOC SOL** label been completed (including the carton number) and affixed **to the top of each appropriate carton of answer documents?**
  - Has a **black and white UPS Next Day Air Shipping Document** been completed (including the estimated weight) and affixed **to each carton?**
- c. Store the sealed cartons in a locked, secure area until the UPS driver arrives. Make sure that someone will be on-site to meet the driver if you must leave. If you designate someone else to handle this UPS pickup, please provide him or her with a copy of this page of instructions.
- d. **Be sure to keep the tracking information of every UPS Shipping Document for your file.** This will help to ensure that your shipment can be traced if necessary.

## 6.7 Receive and Pack **Set B** – Secure Test Booklets Returned by the STCs

Each STC is to have prepared **Set B** materials as follows prior to delivery to you:

- the quantities of test booklets must have been recorded on the *SOL School Test Coordinator's Test Booklet Transmittal Form*. The transmittal includes a "Discrepancy Report" for the STC to complete to explain any differences in the number of booklets received and returned (see the *STC Manual*, Section 6.4);
- all cartons containing test booklets were to have been labeled as **Set B**; and
- both the original and a photocopy of the *SOL School Test Coordinator's Test Booklet Transmittal Form, Discrepancy Report*, and copies of cover sheets noting a discrepancy were to be returned to you with the **Set B** materials.

Upon receipt of each school's materials, count the test booklets. Then sign both the original and the copy of the *SOL School Test Coordinator's Test Booklet Transmittal Form* to verify your receipt. The form includes an "SOL STC's Quantity Discrepancy Report" that the STC was to complete to account for the number of test booklets received and returned. Keep the photocopy of the completed form and discrepancy report for your file and leave the original form and discrepancy report in the carton marked "Transmittal Form Enclosed."

**NOTE 15**

Remember that any lost test booklet must be reported as a testing irregularity as soon as the problem is identified so that the Department of Education may take appropriate action. **If the security procedures in the various SOL manuals are followed closely, this should be a very rare occurrence.**

**6.7.1 Returning test booklets marked with student answers**

Test booklets used for students who have the accommodation of recording their answers in the test booklet are to be retained on file in the DDOT's office until scores are received and verified. (See "Procedures to Follow in Providing Students with Accommodations on the Virginia Standards of Learning Assessments," found in Appendix C of this manual.)

Make sure the booklets you are retaining for this purpose are accounted for on the appropriate *SOL School Test Coordinator's Test Booklet Transmittal Form* and the *Quantity Discrepancy Report*. Photocopy this form and use it again when you return the test booklets after scores are received and verified. Send a copy of the form with any test booklets that were retained for this purpose to the address below no later than six (6) weeks following the receipt of score reports.

UPS GroundTrac Service Label is preaddressed with the following:

**Harcourt Assessment, Inc.  
Scoring Center  
19500 Bulverde Road  
San Antonio, TX 78259**

**6.7.2 Retaining materials for Expedited Retakes**

If you have students who will be retaking SOL *Grade 8 Numeracy and Literacy* (Modified Standard Diploma) and End-of-Course tests under the Expedited Retake policy, be sure to retain any materials you might need from your division overage. To identify the correct expedited retake form for each subject/grade in your division, please refer to the forms guide (See Appendix U and V). If you anticipate having a need for additional Special Forms testing materials (Braille, large-print, or audiotape), please contact your Harcourt Virginia Program Coordinator by faxing, toll-free, 1-(800) 547-2059, or E-Mail to [virginia\\_sol@harcourt.com](mailto:virginia_sol@harcourt.com). (See Appendix W and X)

Be sure to complete Section 3 of the *DDOT's Quantity Discrepancy Report* in Appendix N indicating how many and what kind(s) of materials you will be retaining and why.

**6.8 Organize and Ship Set B to the Scoring Center**

Please remember the following very important points:

- **Set B** must be shipped **no later than 10 school days after the end of your testing window (except for materials retained for Expedited Retakes).**
- Use the **black-and-white** UPS GroundTrac labels and **green** "Virginia SOL Non-Scorable Secure Test Materials" labels that were enclosed in your DDOT Kit. **Do not ship Set B using the UPS Next Day Air labels or via U.S. Mail or any other carrier.**

**NOTE 16**

Harcourt will conduct an accounting of all returned test booklets and advise the Department of Education of the results for all school divisions. **Any shortage reported by Harcourt will be investigated by the Virginia Department of Education.**

**Division Overage Materials**

- a. Record counts of unused division overage secure materials on the *SOL DDOT's Test Booklet Overage Transmittal Form* in Appendix N. Also complete the two-page *Quantity Discrepancy Report* in Appendix N. Check the appropriate box of each section to verify return of all overage secure materials, transferred secure materials, and secure materials that must be retained in DDOT files until scores are received and verified. Be sure to include counts of any materials being retained in the division for expedited retakes. If a discrepancy has occurred, fill in the blanks to describe it. (Use the Special Test Forms transmittal received in the division's shipment of read-aloud, Braille and large-print test booklets and accompanying audiotapes to return those secure test materials. See Section 6.9.)
- b. Pack all test booklets in the reverse order of appearance on the *SOL DDOT's Test Booklet Overage Transmittal Form*. The first item on the list should be at the bottom of the box.
- c. Make a photocopy of the overage transmittal form, the *Quantity Discrepancy Report*, and cover sheets noting a discrepancy for your records. Pack the originals inside box #1 of your division overage cartons. Label the box "Transmittal Forms Enclosed."
- d. Locate the **green** Virginia SOL Multiple-Choice / Grade 3, 5, 8, Content Specific History, and End-of-Course Non-scorable Secure Test Materials labels that were included in your DDOT Kit. On each green label, enter the name of your school division on the DIVISION NAME line. Affix one label to the top of each carton.
- e. Next, on each **green** label, number the cartons for your division overage consecutively. Use a permanent marker and begin with the first division overage carton through the last division overage carton (#1, #2, #3, etc.). On the *SOL Division Shipment Transmittal Form* (in Appendix O), print the number range of the cartons for your division overage.
- f. As you work through the division overage materials, check to see if each carton is completely full. If not, fill the empty space with crumpled paper. **Except for carton #1**, seal each carton with strong packing tape. Now, move these cartons aside and begin work on cartons from your schools.

**School Materials**

- a. The STC for this school should have marked "Transmittal Form Enclosed" on one of the Set B cartons. Consider this your very first carton in the series from the school. Locate the **green** Virginia SOL Multiple-Choice / Grade 3, 5, 8, Content Specific History, and End-of-Course Non-scorable Secure Test Materials labels that were included in your DDOT Kit. On each green label, enter the name of your school division on the DIVISION NAME line. Affix one label to the top of each carton.
- b. Next, on each green label, number the cartons for this school consecutively, beginning with the next number after the number assigned to the last box in your division overage. For example, if the division overage boxes were #1, #2, and #3, the first box for the first school would be #4. Use a permanent marker and begin with the first Set B carton and work through to the last Set B carton. On the *SOL Division Shipment Transmittal Form* (see Appendix O), print the number range of the cartons for this school.
- c. As you work through the school's materials, check to see that each carton is completely full. If not, fill the empty space with crumpled paper. Seal each carton with strong packing tape. Now,

move these cartons aside and begin work on cartons from the next school.

- d. Repeat steps **a–c** above for every school that tested. As you number the cartons, **make sure** that all carton numbers are **consecutive across the division**. For example, if the first school's last carton was #3, the first carton for the second school will be #4.
- e. Once all cartons from all schools have been organized and numbered, note the total number of cartons for the entire shipment. Record the total number of cartons on the *SOL Division Shipment Transmittal Form*.
- f. Locate the **black-and-white** UPS GroundTrac shipping labels (included in your DDOT Kit) and place one on **each Set B carton**. The UPS GroundTrac shipping labels are preprinted with the origination and destination information for your convenience.
  - GroundTrac labels contain a removable strip preprinted with the tracking numbers. Detach the removable strip preprinted with the tracking number for each UPS GroundTrac label and apply it to the *SOL Division Shipment Transmittal Form for UPS Tracking Number Labels*. (An example may be found in Appendix O.) When applying each label, indicate the number of the box to which the GroundTrac label will be applied.
  - After first making a photocopy of it for your file, place the completed *SOL Division Shipment Transmittal Form* **on top of the secure test booklets in the carton (#1) of your division overage that has been left unsealed**. Carton #1 can now be closed and sealed.
  - This form will alert the Scoring Center to the total number of cartons included in your shipment. It also will aid the Scoring Center in conducting the security check referred to in Note 13.
- g. **Set B** must be shipped **no later than 10 school days after your answer documents have been shipped**.
  - Contact UPS the day before you expect to have your shipment ready.

**For non-scorable, secure test materials PICKUP, contact UPS toll-free 24 hours in advance at 1-800-214-0391. Use only this 800 telephone number for proper service.**

- Be sure to tell the Customer Representative that the shipment is to be paid for by Harcourt Assessment, Inc. and that you will be using UPS GroundTrac Service.

**If you need assistance from a UPS Representative, or if a UPS driver requests payment for this pickup, call toll-free 1-800-377-4877, extension 2422.**

## 6.9 Return All Braille, Large-Print and Regular Audiotape Kits to Harcourt

If students in your division were tested with Braille or large-print test booklets or audiotapes, use the copies of the school Special Test Forms pack list to compare with the *SOL Special Test Forms School Transmittal Document* to verify that all of these Special Forms test materials have been returned. Follow the instructions received with the shipment of Special Test Forms.

**All regular-print test booklets used with audiotapes, Braille and large-print test booklets, audiotapes and Examiner's copies for Braille and large print must be returned to Harcourt.**

## 6.10 Verify That You Have Received All Required Forms from All STCs

In addition to the *School Test Coordinator's Test Booklet Transmittal Form*, the *SOL School Test Coordinator's*



*Discrepancy Report*, the *SOL Special Test Forms School Transmittal Document* and the *SOL School Master File Sheets*, STCs were to have submitted the following forms to you. **Obtain as quickly as possible any that you may not have yet received:**

- *Examiner's/Proctor's Test Security Agreements*;
- *SOL Examiner's Test Booklet Transmittal Form/Affidavit* (see Appendix R);
- *Examiners' completed Test Booklet Package Cover Sheets* (attached to *Examiner's Test Booklet Transmittal Form/Affidavit*);
- *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* (This document now includes an affidavit for Examiners to sign, and is now in Appendix P); and
- *SOL School Affidavit* (in the *STC's Manual*).

Retain these forms in your files.

### **6.11 Complete and Return the SOL School Division Affidavit**

Complete the *SOL School Division Affidavit* that is in Appendix T of this manual and have your superintendent sign it. **Return this affidavit to the Department of Education no later than 2 weeks after the end of your testing window.**

### **6.12 Review Disposition of All Test Materials**

The STC has been instructed to dispose of the following materials per your instructions:

- *School Test Coordinator's Manual*;
- *Examiner's Manuals*;
- unused answer documents; and
- damaged answer documents marked "VOID."

You may have STCs dispose of these materials or you may have them returned to you. With the exception of used scratch paper, which must be shredded or burned, these materials may be recycled or thrown away. Please make sure that your local instructions are clear in that regard. Please note that all scratch paper must be collected and destroyed. STCs may destroy the scratch paper at the school level, or you may collect it and destroy it yourself.

The materials listed above must **not** be packed with the test booklets that are in Set B and returned to Harcourt, and there is no requirement that you inspect any of these materials.

Refer to Table 7 to review your division's disposition of all SOL test materials.

### **THANK YOU**

*We appreciate your help and participation in the Spring 2004  
Standards of Learning (SOL) Assessments.*

**Table 7. Disposition of Test Materials**

	Item(s)	Required signature(s)	Disposition
Scorable test materials	<ul style="list-style-type: none"> <li>Completed answer documents/SSIDs</li> <li>Multiple-Choice, Content Specific History, and EOC Division Master File Sheets</li> <li>OSS (optional)</li> </ul>	none	packed in cartons with <b>yellow (MC)/pink (HST)/red (EOC)</b> labels and shipped by UPS Next Day Air to Iowa City, IA
	<ul style="list-style-type: none"> <li>SOL School Test Coordinator's and DDOT's Test Booklet Transmittal Forms; cover sheets; Quantity Discrepancy Reports (originals)</li> <li>Test booklets (including read-alouds)</li> <li>SOL Division Shipment Transmittal Form</li> <li>Braille and large-print test booklets, and audiotapes</li> <li>Division Special Test Forms Kits Receipt Document</li> </ul>	DDOT	packed and shipped with <b>green</b> labels by UPS Ground/Trac to San Antonio, TX
Required forms	<ul style="list-style-type: none"> <li>SOL Examiner's Test Booklet Transmittal Forms/Affidavits</li> <li>SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document</li> <li>SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document</li> <li>Examiner's/ Proctor's Test Security Agreements</li> </ul>	Examiners/ STC	retained in DDOT's file
	<ul style="list-style-type: none"> <li>School Master File Sheets</li> <li>SOL School Test Coordinator's and DDOT's Test Booklet Transmittal Forms; cover sheets noting discrepancies; Quantity Discrepancy Reports (copies)</li> </ul>	N/A	
	SOL School Affidavits	STC/Building Principal	
	SOL School Division Affidavit	DDOT/Division Superintendent	
	SOL Test Irregularity Form(s) (if needed)	STC/DDOT	
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> <li>Unused and voided answer documents</li> <li>Unused SSIDs</li> <li>Mathematics formula sheets and Periodic Tables of the Elements</li> <li>Examiner's Manuals</li> <li>School Test Coordinator's Manuals</li> </ul>	N/A	disposed of per local instructions
	Scratch paper	N/A	destroyed per local instructions
	Calculators, rulers, compasses, and protractors	N/A	stored according to DDOT instructions

**APPENDIX A**

**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**SPRING 2004**

**TEST SECURITY GUIDELINES**

Listed below are guidelines to assist those persons involved in the administration of the Standards of Learning (SOL) Assessments in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items prior to or following test administration. **Use of unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the SOL test *Examiner's Manuals*. Directions that are to be read to the students must be read exactly as they are written.
3. No test item which will be scored to obtain student test results may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL test booklets to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying **ALL OR ANY PART** of an SOL test booklet or taking notes about the items included on an SOL test is **STRICTLY PROHIBITED**.
5. All persons are prohibited from attempting to formally or informally score answer documents.
6. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
7. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during test administration, correcting wrong answers during test administration, or by erasing or correcting answers or responses recorded by the student.
8. Examiners administering the grades 3, 5, and 8 SOL tests are not to look ahead in the test booklets at tests that have not yet been administered.
9. All known violations of test security procedures shall be reported in writing; signed by the person making the report; and addressed to Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education shall coordinate the investigation of all such infractions and take action as necessary.

**This page may be photocopied.**

Appendix A, continued

**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
SPRING 2004**

***DIVISION TEST SECURITY AGREEMENT***

**SEND VIA FAX**

**TO: Virginia Program Coordinator, Harcourt**  
(Toll-Free Fax No. 1-800-547-2059)

**NO. PAGES:** \_\_\_\_\_  
(Including Cover Sheet)

**FROM:** \_\_\_\_\_  
(School Division Name)

**DDOT NAME:** \_\_\_\_\_  
(Please Print)

The Virginia school division named above acknowledges that the Spring 2004 Standards of Learning (SOL) Assessments are secure tests and agrees to the following conditions of use to ensure the test's security:

1.
  - a. The school division will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.
  - b. All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed in the SOL *School Test Coordinator's Manual* and *Examiner's Manual*, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.
2.
  - a. The school division will keep the test materials under lock and key, except on actual testing date(s), limiting access to those responsible for their security and to students taking the test.
  - b. Secure student test booklets will be delivered to schools no earlier than 96 hours (four days) prior to testing. School Test Coordinators will deliver the booklets to Examiners no sooner than the date of testing.
  - c. Test materials will be kept secure until they are actually distributed to students.
  - d. In no case will students be permitted to remove test materials from the room where testing takes place.
3. The school division will not disclose or allow to be disclosed the contents of the test instrument.
4. Upon completion of testing, the school division will ensure that all test materials are returned by school personnel to the designated Division Director of Testing.

By signing my name to this document, I am assuring the Virginia Department of Education and Harcourt Assessment, Inc. that I and anyone having access to the test materials will abide by the above conditions.

**BY:** \_\_\_\_\_

**BY:** \_\_\_\_\_

**TITLE: Division Director of Testing**

**TITLE: Division Superintendent**

**DATE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

This page may be photocopied.

**Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding test security:**

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**§ 22.1 - 292.1. Violation of test security procedures: revocation of license.**

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgement of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

VIRGINIA DEPARTMENT OF EDUCATION

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**LIMITED ENGLISH PROFICIENT STUDENTS:  
GUIDELINES FOR PARTICIPATION IN  
THE STANDARDS OF LEARNING ASSESSMENTS**

This document provides information about the participation of limited English proficient (LEP) students in the Standards of Learning (SOL) assessments. Included in this document are 1) guidelines for determining in what ways LEP students will participate in the SOL assessments, 2) procedures for providing testing accommodations, 3) procedures for exempting LEP students from participation in the SOL assessments, and 4) documentation requirements.

**I. Who Should Be Tested**

It is expected that all students who are in grades 3, 5, 8, and specific high school courses in the Commonwealth of Virginia will participate in the SOL assessments. This expectation includes LEP students at these grade levels/courses unless participation in the test is clearly not in the best interest of the student. LEP students in grades 3, 5, or 8 may exercise a one-time exemption from SOL assessments at any one of these grade levels in the content areas of English: Writing (grades 5 and 8 only); History/Social Science; and Science. (Note: grade 3 English, English: Reading in grades 5 and 8, and Mathematics in grades 3, 5, and 8 are not included in this exemption.) While no exemptions from the grade 3 English; English: Reading tests in grade 5 and 8 are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for these SOL tests. They are: (1) LEP students at proficiency level 1 or level 2 in grades 3, 5, 8 and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school. Determination as to how LEP students will participate in the SOL assessments should be made according to the guidelines found in **Section V, Procedures for Determining LEP Students' Participation in the SOL Assessments**.

**II. Purpose of the SOL Assessments**

The purpose of the SOL assessments is to measure the achievement of students on the Standards of Learning, adopted by the Board of Education in 1995, in the areas of English, mathematics, history/social science, and science at grades 3, 5, 8, and selected high school courses.

**III. Definition of LEP**

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001. The law states an LEP student is classified as one:

- A. who is aged 3 through 21
- B. who is enrolled or preparing to enroll in an elementary school or secondary school
- C.
  - (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
  - OR
  - (ii.)
    - (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
    - (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency

## Appendix B, continued

OR

- (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
- AND

D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

- (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3)
- (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or
- (iii.) the opportunity to participate fully in society

[Conforms to changes in the federal definition of Limited English Proficiency effective January 8, 2002.]

In its Consolidated State Application, submitted to USED on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP). In addition to these students, the students who have exited LEP monitor status within the last two years are also defined as LEP for the purpose of SOL testing. Recent guidance from USED allows Virginia to consider such students as LEP for the purposes of calculating Adequate Yearly Progress (AYP).]

### IV. Reason for Inclusion of LEP Students in the SOL Assessments

The U.S. Department of Education, Office for Civil Rights has outlined the procedures listed below for school districts to comply with the U. S. Civil Rights Act of 1964, Title VI and other supreme and federal court case decisions regarding the rights of limited English proficient students:

"The following procedures should be used by school districts to ensure that their programs are serving limited English proficient (LEP) students effectively:

- identifying students who need assistance;
- developing a program which, in the view of professional educators, has a reasonable chance for success;
- ensuring that the needed staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluative standards for measuring the progress of students, including program exit criteria; and continued program assessment and modification where needed."

— *The Provision of an Equal Education Opportunity to Limited English Proficient Students*,  
U.S. Department of Education, Office for Civil Rights, 1992.

Reinforcing the legal obligations to LEP students, Administrative Superintendent's Memorandum No. 65, September 26, 1997, states:

Legal precedents clearly call for local school divisions to accommodate students whose native language is other than English in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited English proficient (LEP) should include a means of identification, assessment and placement in an appropriate education program.

The importance of LEP students participating in the SOL assessments is reinforced by the fact that, beginning with the Class of 2004, students desiring a standard or advanced studies diploma will need to earn a prescribed number of credits as well as specified units of verified credit. Students may earn verified credit "based on a minimum of 140 clock hours of instruction and the achievement by

## Appendix B, continued

the student of a passing score on the End-of-Course Standards of Learning test for that course” (8 VAC 20-131-110, B).

### V. Procedures for Determining LEP Students’ Participation in the SOL Assessments

It is recommended that a committee which includes 1) a person responsible for the education of LEP students in the school or school division, 2) the student’s content teacher(s), and 3) an administrator or designee (e.g., guidance counselor or reading specialist) be formed to determine how the student will participate in the SOL assessments and which, if any, accommodations are required. The student’s parent or guardian should also be invited to serve on the committee, if possible. For each student the committee should specify the student’s participation in each of the SOL assessments:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption (not applicable for reading and mathematics)

Decisions about how an LEP student will be tested on the SOL assessments should be made for each individual content area to be assessed. Consideration should be given to the student’s level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States. Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language / ESL Specialist, Office of Secondary Education, Virginia Department of Education.

In determining how the student is to be tested on each test, the committee should consider the following questions:

1. Has the student already used the one-time exemption from SOL assessments in an earlier grade level? If yes, go to question 3. If no, should the student be exempted from this test, recognizing that this will be the student’s one-time exemption?
2. Is the student’s level of proficiency in English sufficient for the student to take the test? Information on the student’s English language proficiency may be derived from school division assessments designed to determine English language proficiency, reading inventories, writing samples, teacher observations, and teacher-made tests.
  - If “YES”, the committee should consider question 2 in determining the student’s need for testing accommodations.
  - If “NO”, the student should not be tested on this test. **See Section VII, Exempting LEP Students from the SOL Assessments**, for a description of the procedures to be followed in exempting LEP students from the SOL assessments.
3. Does the student typically receive accommodations during instruction or during classroom assessments in the content area covered by the test?
  - If “YES”, the committee should review **Section VI, Selection of Testing Accommodations for LEP Students** to determine the LEP student’s need for testing accommodations.
  - If “NO”, the student should take the test without any accommodations.

If an LEP student is also identified as having a disability under the *Individuals with Disabilities Education Act* (IDEA), P.L. 105-17, or is identified as an “otherwise qualified handicapped” student under



## Appendix B, continued

Section 504 of the *Rehabilitation Act of 1973*, then decisions about the student's participation in the SOL assessments must be made by the IEP or 504 committee and be documented in the student's IEP or 504 management tool. See the document entitled *Students with Disabilities: Guidelines for Participation in the Standards of Learning Assessments* for more information.

### VI. Selection of Testing Accommodations for LEP Students

Accommodations for the SOL assessments should be selected from those the LEP student uses routinely in classroom instruction and assessment. **The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the SOL assessments which allow them equal opportunity to demonstrate what they know and can do; however, students should not be provided with unnecessary or inappropriate accommodations.** Furthermore, use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

#### A. Accommodations Which Maintain Standard Conditions (Standard Accommodations)

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this document, these are referred to as accommodations which maintain standard conditions or standard accommodations. Examples of standard accommodations are listed below.

##### Timing/Scheduling

- time of day
- breaks during test
- multiple test sessions
- order of tests administered

##### Setting

- preferential seating (at the front of the room or in a study carrel)
- small group testing
- individual testing
- location with minimal distractions

##### Presentation

- reading the test items in English to the student (except on the *English: Reading/Literature and Research* test)
- reading the directions in English to the student
- simplifying oral directions
- place markers to maintain place

##### Response

- student responds verbally / teacher or proctor marks answer document

#### B. Accommodations Which Are Permissible But Do Not Maintain Standard Conditions (Nonstandard Accommodations)

Accommodations which significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this document as nonstandard accommodations. This type of accommodation should be used only if the committee agrees that the student requires such an accommodation(s) in order to participate in the SOL Assessments. Scores resulting from a nonstandard accommodation must be accompanied by an explanation that these scores resulted from a nonstandard administration. Examples of accommodations which are permissible but do not

## Appendix B, continued

maintain standard conditions include:

### Presentation

- reading test items in English on the *English: Reading/Literature and Research* test
- bilingual dictionary

### Response

- dictation in English to a scribe (writing sample component of the *Writing* test only)

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student, identified as limited English proficient, who has passed an SOL assessment utilizing any accommodation including a nonstandard accommodation has passed for all purposes.

NOTE: Questions about whether accommodations not listed are allowable should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

## VII. Exempting LEP Students From the SOL Assessments

In some cases, the committee may decide that participating in the SOL assessments, even with accommodations, is inappropriate for the LEP student in grades 3, 5, or 8. For example, the student's level of English proficiency may be inadequate to attempt any of the tests even with accommodations. However, the No Child Left Behind (NCLB) Act does not allow exemption in reading and mathematics.

8 VAC 20-131-30, A states "Limited English proficient students may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8. In order to be granted verified credit, all students must meet the clock hour and testing requirements set forth in these regulations." The committee, therefore, may make such an exemption for LEP students at only one grade level in grades 3, 5, and 8. Such exemptions should be documented in the student's file as to reason and the ramifications of such exemptions shall be clearly stated and conveyed to the student's parent or guardian. However, the No Child Left Behind (NCLB) Act does not allow exemptions in reading and mathematics. While no exemptions from the grade 3 English, and English: Reading in grades 5 and 8 tests are allowed, there are two categories of LEP students that may use the state approved reading subtest of the Stanford English Language Proficiency (SELP) assessment as a substitute for the English: Reading Standards of Learning test. They are: (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

## VIII. Documentation of Decisions

Decisions about how the LEP student will participate in the SOL assessments should be documented in writing and filed in the student's scholastic record. A decision to exempt the student from testing must be accompanied by the reasons for the exemption and the ramifications of such exemption. A sample form is provided on the next page of this document. School divisions may use this form or one of their own choosing.

If the student's parent or legal guardian is not a member of the committee making the decision about the student's participation, the parent or legal guardian should be notified in writing of the committee's decision regarding the student's participation in the SOL assessments prior to test administration. If the student is using the one-time exemption from the SOL assessments, the student's parent or legal guardian must be notified in writing of the ramifications of this decision.

Participation decisions may be one of the following:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption and a statement of the ramifications of the decision. (not applicable to reading and mathematics)

**Appendix B, continued**

**DOCUMENTING LEP STUDENTS' PARTICIPATION  
IN THE SOL ASSESSMENTS  
(SAMPLE)**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_

Note below the decisions of the committee convened to determine the appropriate level of participation for the above mentioned student in the \_\_\_\_\_ (date) SOL Assessments.

<b>SOL Assessment Area</b>	<b>Participation in the SOL Assessment with NO Accommodation</b>	<b>Participation in the SOL Assessment with Standard Accommodation (Please list)</b>	<b>Participation in the SOL Assessment with Nonstandard Accommodation (Please list)</b>	<b>Exempted from Participation in the SOL Assessment*</b>
English: Reading				N/A
*English: Writing (grade 5, 8 and high school)				
Mathematics				N/A
*History/ Social Science Content Specific History				
*Science				

\* Students may have a one-time exemption only in grades 3, 5, or 8. This provision includes the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, and Civics & Economics).

**Committee Members' Signatures:**

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**Signature**

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**Date**

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**Signature**

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**Date**

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**Signature**

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**Date**

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**Signature**

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**Date**

**Parent Informed of Committee Decision (if not a member)**

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**Signature**

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**Date**

## APPENDIX C

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# GUIDELINES FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM

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### Inclusion of Students with Disabilities in Virginia's Accountability System

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the accountability system. The federal regulations under the Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA) and *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* require that all students with disabilities participate in the Virginia accountability system either through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Additionally, the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments used to measure the adequate yearly progress of schools, school divisions, and the state. Schools, school divisions, or states that fail to meet the 95% participation requirement will not be considered to have met the required adequate yearly progress.

### Participation Decisions

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. The ramifications of decisions made by the IEP team/504 committee must be clearly explained to the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's IEP or 504 plan must specify the student's participation in the assessment component of Virginia's accountability system as follows:

- participation in the Standards of Learning assessments
  - with no accommodations
  - with accommodations based upon the accommodations the student needs during classroom instruction and assessment
  - non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision, and a description of how the student will be assessed in this area
- participation in the Virginia Alternate Assessment Program

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

## **Appendix C, continued**

### **Standards Of Learning Assessment Program**

#### Participation of Students with Disabilities in Grades 3, 5, and 8

Students with disabilities in grades 3, 5, and 8 must participate in each of the Standards of Learning assessments unless they have not received instruction in the content measured by the assessment. Decisions about participation must be made for each assessment separately. Should the IEP team/504 committee determine that non-participation is appropriate, the IEP/504 plan must state why the assessment is not appropriate and describe how the child will be assessed in that area. Students with disabilities in grade 3, 5, and 8 who do not participate in any of the Standards of Learning assessments in the respective grade level will be assessed through the Virginia Alternate Assessment Program according to the criteria established for participation in the alternate assessment program.

#### Participation of Students with Disabilities at the Secondary Level

Students with disabilities must take all applicable Standards of Learning End-of-Course tests if they are enrolled in that course intending to earn a standard unit of credit. Students who are auditing a course or who are being instructed in only part of the content for that course do not take the Standards of Learning End-of-Course test.

#### Testing Accommodations for Students with Disabilities in the Standards of Learning Assessment Program

Decisions about the need for and selection of accommodations for students with disabilities are the responsibility of the IEP team or 504 committee. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each test and identified in the student's IEP or 504 plan. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participation in a Standards of Learning assessment(s).

Typically, accommodations can be classified in the following categories:

- timing/scheduling
- setting
- presentation
- response.

Accommodations may also be classified as standard or nonstandard. Standard accommodations allow the student to take a test in a different way without changing what the test is measuring.

Accommodations that significantly change what the test is measuring are referred to as non-standard accommodations. A student, who has passed a Standards of Learning assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes, including earning a verified credit.

A list of standard and nonstandard accommodations is provided to school divisions in the Department of Education's *Procedures for Determining Participation in the Assessment Component of the Virginia's*

## **Appendix C, continued**

*Accountability System.* Questions about any accommodations not listed should be directed to the school division's director of testing who will consult with Department of Education staff as needed.

### **Virginia Alternate Assessment Program**

#### Participation in Virginia's Alternate Assessment Program for Students in Grades 3, 5, and 8

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments at their grade level (3, 5 and 8) may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, the student's present level of performance must indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student must require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

#### Participation in Virginia's Alternate Assessment Program for Students in Grade 11

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, students participating in the Alternate Assessment Program must be working toward educational goals other than those prescribed for a modified standard, standard, or advanced studies diploma. In addition, the student's present level of performance should indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student should require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

### **Additional Information**

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

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## **VIRGINIA DEPARTMENT OF EDUCATION'S PROCEDURES FOR PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM**

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This document provides information about the participation of students with disabilities in the assessment component of Virginia's accountability system. For students with disabilities this means participation through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Included in this document are:

1. guidelines for determining how students with disabilities will participate in the Standards of Learning assessments or the Virginia Alternate Assessment Program,
2. procedures for providing testing accommodations for the Standards of Learning assessments, and
3. documentation requirements.

### **Including Students with Disabilities in Virginia's Accountability System**

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the assessment component of Virginia's accountability system. The federal regulations under Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA), P.L. 105-17, regulations require that all students with disabilities participate in the state's accountability system. Additionally the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments that measure adequate yearly progress of schools, school divisions, and the Commonwealth of Virginia.

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. A student's IEP or 504 plan must specify the student's participation in either of the following according to the set criteria for participation:

The Standards of Learning Assessments, or

The Virginia Alternate Assessment Program.

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

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## STANDARDS OF LEARNING ASSESSMENTS

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### I. Including Students with Disabilities in the Standards of Learning Assessments

It is expected that all students, including students with disabilities who are in grades 3, 5, and 8 and those enrolled in courses that have an End-of-Course Standards of Learning test, will participate in the Standards of Learning assessments. A current list of all Standards of Learning assessments can be found on the Department of Education's web site at [www.pen.k12.va.us/VDOE/Assessment/home.shtml](http://www.pen.k12.va.us/VDOE/Assessment/home.shtml) or is available from the Department of Education upon request.

The importance of the participation of students with disabilities in the Standards of Learning assessments is reinforced by the fact that, beginning with the students who entered the 9th grade in the fall of 2000, students desiring a standard diploma or advanced studies diploma will need to earn a prescribed number of verified credits. To receive a verified credit the student must earn a passing score on the Standards of Learning tests or a substitute test(s), as outlined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia ([www.pen.k12.va.us/VDOE/Accountability/soa.html](http://www.pen.k12.va.us/VDOE/Accountability/soa.html)). Additionally, to receive a modified standard diploma<sup>1</sup> a student with a disability must pass literacy and numeracy competency assessments which are currently the Standards of Learning Grade 8 English: Reading and the Standards of Learning Grade 8 Mathematics tests.

### II. Role of the Individualized Education Program (IEP) Team

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the plan to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s)<sup>2</sup> is an active participant of the IEP team. Decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration. If the decisions are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained to and understood by the student's parent(s) and the student if appropriate.

<sup>1</sup> Modified Standard diploma is only available to students with disabilities under IDEA as defined by Regulations Establishing Standards for Accrediting Public Schools in Virginia.

<sup>2</sup> See the Regulations Governing Special Education Programs for Children with Disabilities in Virginia for the definition of parent for a child with a disability, 8VAC20-80-10. The parental rights transfer to the student when they reach the age of majority (18 in Virginia) unless certain procedures specified in regulations have been followed, 8 VAC 20-80-72.



## **Appendix C, continued**

A student's IEP must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

### **III. Role of the 504 Committee**

(For students identified under Section 504 of the Rehabilitation Act of 1973, as amended, and do not have an IEP)

Each local education agency is required to determine appropriate educational programs for all students with disabilities who qualify under Section 504 of the Rehabilitation Act of 1973, as amended, by convening a knowledgeable group to evaluate and determine program needs. Therefore, decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of a 504 committee of similar composition. Each student's parent, legal guardian or surrogate parent must be a participant in these decisions. These decisions should be made during the 504 committee meeting which precedes the Standards of Learning assessment administration. If the decisions were not made, a 504 committee meeting must be held to address these issues prior to the test administration. The ramifications of the decision must be clearly explained to and understood by the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's 504 plan must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

### **IV. Determination of How Students with Disabilities Participate in the Standards of Learning Assessments**

It is expected that all students with disabilities in grades 3, 5, and 8 as well as those enrolled in courses that have an End-of-Course Standards of Learning test will participate in the Standards of Learning assessments. Only the student's IEP team or 504 committee may determine non-participation in grades 3, 5, and 8 (see VI of this section, Non-Participation by Students With Disabilities from a Standards of Learning Assessment(s)). Students with disabilities who participate in the Standards of Learning assessments will participate either with accommodations or without accommodations.

Decisions about participation in and how a student with a disability will be tested on the Standards of Learning assessments should be made independently for each Standards of Learning test. In

## Appendix C, continued

determining how the student is to be tested on the Standards of Learning assessments, the IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measures content covered in previous grades.

**NOTE:** IEP teams and 504 committees will find the released Standards of Learning test items and the Standards of Learning test blueprints useful in comparing the information on the Standards of Learning assessments with the information covered in the classroom (found at [www.pen.k12.va.us/VDOE/Assessment/home.shtml](http://www.pen.k12.va.us/VDOE/Assessment/home.shtml)).

The IEP team or 504 committee, when determining how the student is to be tested on the Standards of Learning assessments, needs to consider the following questions:

- 1) Has the student received instruction in the content covered by the Standards of Learning assessment? (This question shall be repeated for each Standards of Learning assessment in the four content areas of English, mathematics, science, and history/social sciences in grades 3, 5, and 8) and/or

Is the student enrolled in a course for which there is a Standards of Learning End-of-Course test?

- If yes, the student takes the assessment and the IEP team or 504 committee then considers the student's need for testing accommodations as indicated in question 2.
- If no, the student should not be tested on this particular Standards of Learning assessment (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

If the IEP team answers "no" for all Standards of Learning assessments in grades 3, 5 or 8, the IEP team shall refer to Virginia Alternate Assessment Program section to determine if the student meets the criteria to participate in the Virginia Alternate Assessment Program.

**NOTE:** The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The IEP team or 504 committee must remember that there are approved substitute test(s) for End-of-Course tests that may be used for earning verified credit (see Virginia Department of Education's document, Substitute Tests for Verified Credit, at [www.pen.k12.va.us/VDOE/Assessment/home.shtml](http://www.pen.k12.va.us/VDOE/Assessment/home.shtml)).

- 2) Does the student receive accommodations during instruction or classroom assessments in the content covered by the test?
  - If no, the student should take the assessment without any accommodations.
  - If yes, the IEP team or 504 committee should determine the accommodations needed by the student and document this decision on the student's IEP or 504 plan. Refer to V of this section, Testing Accommodations for Students with Disabilities, to determine if an accommodation is either standard or nonstandard.

## Appendix C, continued

### V. Testing Accommodations for Students with Disabilities

The IEP team or 504 committee has the responsibility for decisions about the need for and selection of accommodations for students with disabilities. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement. Typically, accommodations can be classified in the following categories: timing/scheduling, setting, presentation, and response. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each Standards of Learning test and identified in the student's IEP or 504 plan. An example of how an IEP or the 504 plan may document the use of accommodations is:

Standards of Learning Assessments			
Standards of Learning TESTS (list test)	PARTICIPATION	ACCOMMODATIONS	If <u>YES</u> , List Accommodation(s)
	___ Yes ___ No	___ Yes ___ No	
	___ Yes ___ No	___ Yes ___ No	
	___ Yes ___ No	___ Yes ___ No	

Mark any nonstandard accommodation with an asterisk (\*). These test scores will be reported as scores that result from a nonstandard administration.

**EXPLANATION FOR NON-PARTICIPATION AND HOW THE STUDENT WILL BE ASSESSED**  
If no is checked for any test, explain in the space below why the student will not participate in this test, the impact relative to promotion or graduation, and how the student will be assessed in these areas.

Accommodations should be those the student needs and uses during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participating in a Standards of Learning assessment(s). The student should be familiar with an accommodation because the use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Finally, an accommodation based solely on its potential to enhance performance beyond providing equal opportunity to perform is inappropriate.

Accommodations that allow a student to take the test in a different way without changing what the test is measuring are referred to as "accommodations which maintain standard conditions" or "standard accommodations." Accommodations that significantly change what a test is measuring and do not

## Appendix C, continued

maintain standard conditions of the test are referred to as “nonstandard accommodations.” Examples of both standard and nonstandard accommodations are listed below.

**NOTE:** Special procedures (see Appendix A) are to be followed for each of the following accommodations marked with an asterisk (\*).

### TIMING/SCHEDULING

#### Standard Accommodations

- time of day
- breaks during test
- multiple test sessions \*
- order of tests administration

### SETTING

#### Standard Accommodations

- preferential seating (e.g., at the front of the room or in a study carrel)
- small group testing
- individual testing (one-on-one)
- special lighting
- adaptive or special furniture
- test administered in locations with minimal distractions
- noise buffers
- hospital/home/non-school setting

### PRESENTATION

#### Standard Accommodations

- Braille \*
- large print \*
- enlarging the answer document
- reading directions to students
- simplifying directions
- interpreting/transliterating directions (e.g., sign language, cued speech) \*
- written directions to accompany oral directions
- clarifying directions

### PRESENTATION (cont.)

#### Standard Accommodations (cont.)

- reading of test items aloud (this is a nonstandard accommodation on the English: Reading test) \*
- audio-tape version of test items (this is a nonstandard accommodation on the English: Reading test) \*
- interpreting/transliterating (e.g., sign language, cued speech) test items (this is a nonstandard accommodation on the English: Reading test) \*

## Appendix C, continued

- magnifying glass
- amplification equipment (e.g., hearing aid or auditory trainer)
- templates
- masks or markers to maintain place

### Nonstandard Accommodations

- reading test items aloud on the English: Reading test \*
- using audio-cassette version of the English: Reading test \*
- interpreting/transliterating (sign language, cued speech) test items on the English: Reading test \*

## RESPONSE

### Standard Accommodations

- student marks booklet and teacher/proctor transfer answers to answer sheet \*
- student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet \*
- abacus
- arithmetic tables (standard accommodation only if test allows a calculator)
- braille \*
- large diameter/ special grip pencil
- pencil grip
- word processor \*
- typewriter \*
- augmentative communication device \*
- spell check (including spell checkers)
- spelling dictionary
- tape recorder (only for pre-writing activity to tape response for English writing test)

### Nonstandard Accommodations

- dictation to a scribe (writing sample component of the English writing test only) \*
- use of a calculator on grade 3 mathematics test and on the computation section of the grade 5 mathematics test (calculators are not routinely supplied to all students)

### Nonstandard Accommodations (cont.)

- use of arithmetic tables on grade 3 mathematics test and on the computation section of the grade 5 mathematics test (an arithmetic table is considered comparable to a calculator and calculators are not routinely supplied to all students)
- use of a calculator with additional functions to those routinely supplied to all students

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student with a disability, who has passed a Standards of Learning assessment utilizing any accommodation, including a nonstandard accommodation, has passed for all purposes including earning a verified credit.

## Appendix C, continued

**NOTE:** Questions about any accommodations not listed here and whether the accommodation results in a standard or nonstandard administration of the test should be directed to the local education agency's Director of Testing who will consult with Department of Education staff as needed. Accommodations that violate test security are not permitted.

### VI. Non-Participation of Students with Disabilities in a Standards of Learning Assessment(s)

#### A. Standards of Learning Assessments for Grades 3, 5, and 8

Non-participation in a Standards of Learning assessment in grades 3, 5, and 8 should be considered only for students who have not received instruction in content covered by the Standards of Learning assessment. The IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measure content covered in previous grades.

If the IEP team or 504 committee determines that it is not appropriate for the student to participate in a Standards of Learning assessment, the consequences of this decision must be fully explained so that the student's parent, legal guardian, or surrogate parent and the student, if appropriate, understand the consequences. At the elementary and middle school level these consequences may include:

- The student will not have the opportunity to participate in the school's remediation recovery program, which is available to students who have not passed the English: Reading and/or mathematics Standards of Learning tests in grades 3, 5, and 8;
- Teachers, parents and the student will not receive the information on student progress contained in the Standards of Learning score reports; and
- The student may not have the opportunity to experience a Standards of Learning assessment prior to taking the assessments needed for graduation.

**NOTE:** The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The following non-participation procedures and practices must be followed by the IEP team or the 504 committee:

1. The IEP team or 504 committee shall review the IEP/504 plan of each student with respect to participation in each of the Standards of Learning assessments.
2. The IEP team or 504 committee must document its determination that a student will not participate in a particular Standards of Learning assessment. This documentation shall include a statement of the reasons why a particular assessment is not appropriate for the student and how the student will be assessed in that area.

The following are not acceptable reasons for why a particular assessment is inappropriate:

- The student's disability;
- The belief that the student may fail the test;

## Appendix C, continued

- The belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate;
- The student is reading or is performing below grade level;
- The belief that the experience will be too stressful for the student;
- The student's behavior prohibits taking the test with a group; and
- The student has not mastered all of the curriculum that is covered on the 3rd, 5th, or 8th grade Standards of Learning assessments.

This documentation must be attached to or become part of the student's IEP or 504 plan and must indicate that the consequences of this decision have been fully explained to and understood by the student's parent, legal guardian or surrogate parent, or student, if appropriate, and that the parent's and student's due process rights have been explained.

3. a. **Students with a 504 plan** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8.
- b. **Students with an IEP** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8 or in the Virginia Alternate Assessment Program (VAAP). If the IEP team determines that a student will not participate in any of the Standards of Learning assessments, then the IEP team needs to determine if the student meets the criteria to participate in the VAAP (see Virginia Alternate Assessment Program section). If the student does not meet the criteria, then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

### B. Standards of Learning End-of-Course Assessments

Students with disabilities must take all applicable End-of-Course Standards of Learning assessments if the student is enrolled in the course. Students who are auditing a course or being instructed in only part of the content and thus not enrolled do not take the Standards of Learning End-of-Course assessment. In such cases, the course title and code should reflect the instruction being provided the student.

**NOTE:** There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an End-of-Course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation must include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student's parent(s) or the student understand the consequences; and indicate that parent's and student's due process rights have been explained.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP

## **Appendix C, continued**

team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

### **VIRGINIA ALTERNATE ASSESSMENT PROGRAM**

The Virginia Alternate Assessment Program (VAAP) is only for those students with disabilities who have an IEP and is considered only after the student has been considered for participation in each of the Standards of Learning assessments.

#### **I. Who Should Be Tested**

Only students with disabilities who are eligible under IDEA; have an IEP; and who meet the VAAP guidelines for participation will be assessed through the VAAP. Students with disabilities who have only a 504 plan are not eligible to participate in the VAAP.

#### **II. Purpose of the VAAP Assessments**

The purpose of the VAAP is to evaluate the performance of students who have traditionally been exempted from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities.

#### **III. Role of the Individualized Education Program (IEP) Team**

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the management tool to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s) is an active participant of the IEP team. Decisions about the participation in the VAAP assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration in grades 3, 5, 8 and 11. If decisions about participation in Virginia's accountability system are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained so that the student's parent(s) and the student, if appropriate, understand the consequences. Additionally, parent(s) and student should be provided with an explanation of their due process rights.

#### **IV. Determination if Students with Disabilities Participate in the VAAP**

Only students with disabilities who have an IEP, who are in grades 3, 5, 8 and 11, and who are non-participants in all Standards of Learning assessments at that grade level (3, 5 and 8) or who are working toward educational goals other than those prescribed for a modified standard diploma, standard diploma, or advanced studies diploma (grade 11) are considered for participation in the VAAP. The IEP team has the responsibility to determine and document that the student meets all of the following criteria by answering "yes" for each of the statements. If team members determine that the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessments.

The IEP team should answer questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered and should answer questions 1 – 5 for all students who are in high school for whom the VAAP is being considered.



## Appendix C, continued

### Section 1

(Answer for all students being considered for the VAAP)

1. Does the student have a current IEP?
2. Does the student demonstrate impairments that prevent completion of curriculum based on the Standards of Learning even with program and testing accommodations? (*data sources: psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.*)
3. Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills? (*data sources: informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.*)
4. Does the student require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills? (*data sources: measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.*)

### Section 2

(Answer for all students in high school who are being considered for the VAAP)

5. Is the student working toward educational goals other than those prescribed for a modified standard, standard or advanced studies diploma program? (*data sources: list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.*)

If the answer to all questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered is “yes”, then the student participates in the VAAP. If the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the answer to all questions 1 – 5 for all students who are in 11th grade for whom the VAAP is being considered is “yes” then the student participates in the VAAP. There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an End-of-Course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation shall include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student’s parent(s) or the student understand the consequences; and indicate that parent’s and student’s due process rights have been explained.

**PROCEDURES TO FOLLOW IN PROVIDING STUDENTS WITH  
CERTAIN ACCOMMODATIONS ON THE VIRGINIA  
STANDARDS OF LEARNING ASSESSMENTS**

**INTRODUCTION AND OVERVIEW**

This specifies procedures to be used when providing students with disabilities with certain accommodations on the Standards of Learning assessments.

**ACCOMMODATION IN TIMING/SCHEDULING**

**Multiple Test Sessions**

The Standards of Learning tests are not timed. However, some students may be unable to concentrate for a long period of time or may have short attention spans. For such a student, it may be advisable to divide up the test into segments which the student can accomplish and check over in one session/sitting; and to schedule these short sessions over several days. The student may not go back to a previous segment once the segment has been completed.

The direct-writing assessment must be conducted in one sitting. The session should be scheduled for a period long enough to accommodate the needs of the student.

**ACCOMMODATIONS IN PRESENTATION**

All students should be experienced in or provided training in the test format before attempting the test. This is best provided as part of regular instruction well in advance of the actual test administration.

**Braille**

A copy of the Braille tests will be provided in regular print to test examiners or proctors working with Braille readers. If needed, transcriber's notes will accompany the Braille booklets.

If the student's answers are recorded on a Braille answer sheet, the responses must be transcribed to the regular answer document by a school official qualified to transcribe Braille. The regular answer document and Braille answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The Braille answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

**Large Print**

If the student marks the answers on an enlarged copy of the answer booklet, the student's answers must be transcribed to the regular answer document by a school official. The regular answer document and

## **Appendix C, continued**

large-print answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The large-print answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### **Interpreting /Transliterating Directions (e.g., sign language, cued speech)**

Testing sessions for students who are deaf or have hearing impairment who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for test directions or to interpret/transliterate questions answered by the test examiner. (The interpreter's role and code of ethics prohibits answering questions directly). The test examiner, who must be present for the testing session, must read the test directions as presented in the Test Examiner's Manual aloud so that they can be interpreted/transliterated. Student questions must be directed to the test examiner and answered by him or her, and the interpreter/transliterator will communicate the response. The interpreter/transliterator should also communicate sample questions or test questions that are read aloud as part of the test directions.

### **Interpreting /Transliterating (e.g., sign language, cued speech) Test Items**

The test examiner must be very careful when an interpreter/transliterator is used to interpret/transliterate test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. An interpreted/transliterated administration must be proctored. The test examiner and the proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### **Reading of Test Items Aloud**

The test examiner must be very careful when reading the tests aloud not to lead the student by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiocassette provides a taped version of the test instructions and test items. The examiner who is to read the tests aloud should consult the tape for the standard approach to reading the material. A printed test (either regular or large-print) or a Braille copy of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

For a read-aloud administration, an audiotape recording must be made of the entire testing session. The audio recording of the testing session shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

## **Appendix C, continued**

### **Audiotape Version of Test**

This is the preferred type of read-aloud administration as it provides uniform administration statewide.

The student should have instructional experience with audiocassettes, such as using audiocassette versions of textbooks or taping lectures in class. Unless the student has experience with using audiocassettes, the audiocassette may cause more difficulty than assistance.

The audiocassette may be used in conjunction with a printed test (either regular or large-print) or a Braille test.

### **ACCOMMODATIONS IN RESPONSE**

It is important to remember that even when accommodations are provided, all responses on the assessments should be the student's response, not one interpreted by others.

### **Student Marks Booklet and Teacher/Proctor Transfer Answers to Answer Sheet**

When this accommodation is chosen, student responses must be transcribed to the regular answer document by a school official. The regular answer document and test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The test booklet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### **Student Responds Verbally, Points, Uses Augmentative Device with Auditory Output, or Indicates an Answer and Teacher/Proctor Marks Answer Sheet**

Students who are unable to respond to test items by marking the regular answer document, a Braille or large-print answer sheet, or in a test booklet may have a teacher/proctor record the answers. A audiotape must be made of the exchange. Student responses must be transcribed to the regular answer document by a school official. The regular answer document and audio taped record must be verified by a second school official to ensure that no errors in transcription occurred. The audio taped record shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### **Braille**

Blind and low-vision students may use a Braillewriter to write essays or record answer choices to multiple-choice questions on the Standards of Learning tests. Student responses must be transcribed to

## Appendix C, continued

the regular answer document by a school official qualified to read Braille. If a student has written his/her response to the writing assessment with a Braillewriter and has used Braille shorthand, the transcriber shall request the student to spell the English words. The regular answer document and Brailled material must be verified by a second school official to ensure that no errors in transcription occurred. The Brailled material shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### Word Processor, Typewriter or Augmentative Communication Device

This accommodation is available for students who are blind or have visual impairments, who do not read Braille, and students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. It allows these students to use a typewriter, word processor, or augmentative communication device to complete the direct-writing assessment portion of the Standards of Learning writing tests. Only augmentative communication devices, which produce student responses verbatim, may be used. If the augmentative communication device produces an auditory output, it should be treated as dictation to a scribe (see next section). It must be documented that the student uses a typewriter, word processor, or augmentative communication device for his/her written work.

The typed or printed essay must be transcribed to the regular answer document by a school official. The regular answer document and student production must be verified by a second school official to ensure that no errors in transcription occurred. The student's production shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Because the regular administration allows the use of a dictionary, a hand-held "spell checker" or the spell checking capacity of a computer can be used, but the student must not be prompted to use it. A document stating that the typed or printed essay is entirely the student's own, and that no "grammar checker" was used must be signed by the student, test examiner, and proctor, and filed with the student's permanent records.

### Dictation to a Scribe

#### *Writing Assessment only*

The student will dictate (or use an augmentative communication device with auditory output) his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session between the student and scribe must be recorded on audiotape and given to Division Director of Testing along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student. The scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file in the office of the Division Director of Testing until the established appeal period is over.

APPENDIX D

VIRGINIA DEPARTMENT OF EDUCATION  
STANDARDS OF LEARNING (SOL) ASSESSMENTS  
MULTIPLE-CHOICE (NON-WRITING) TESTS  
SPRING 2004

**DIVISION VERIFICATION OF RECEIPT OF NON-SECURE  
TESTING MATERIALS AND REORDER FORM**

**TO: Virginia Program Coordinator, Harcourt**  
(Toll-Free Fax No. 1-800-547-2059)

**NO. PAGES:** \_\_\_\_\_  
(Including Cover Sheet)

**DATE:** \_\_\_\_\_, 2004

**FROM:** \_\_\_\_\_  
(School Division Name) (Division Code)

**DDOT NAME:** \_\_\_\_\_  
(Please Print)

**DDOT Instructions:** Complete Section 1 below. After receiving all schools' verification/reorder forms, if additional non-secure testing materials are needed from Harcourt, also complete Section 2. Then, fax this form to Harcourt at the fax number above as soon as possible, but **NO LATER THAN 7 days after receipt of materials**. (Please note: Do **not** send school verification/reorder forms to Harcourt.)

**Section 1. Verification of Shipment:** After receipt and verification of your division's Spring 2004 shipment of non-secure SOL *Multiple-Choice (Non-Writing)* testing materials, please complete the information requested in the table below.

<b>Date(s) shipment(s) were delivered to your office:</b> _____	
As indicated on the packing list, all copies of the non-secure SOL Multiple-Choice (Non-Writing) test materials were received in this shipment. If "No," indicate missing materials or discrepancies.	(Circle One) <b>Yes</b> <b>No</b>
_____ _____ _____ _____	
The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. If "No," indicate the problems you experienced.	(Circle One) <b>Yes</b> <b>No</b>
_____ _____ _____ _____	

**continued**

This page may be photocopied.

**DIVISION VERIFICATION OF RECEIPT OF NON-SECURE  
TESTING MATERIALS AND REORDER FORM**
**DIVISION NAME:** \_\_\_\_\_ **DIVISION NUMBER:** \_\_\_\_\_

**Section 2. Reorder of Non-Secure Materials:** If additional quantities of any non-secure materials are needed, print the **total** quantities needed in the appropriate box(es) below.

	Ungraded	Grades 3, 5, or 8	Content Specific History	End-of-Course
<i>School Test Coordinator's Manual</i>		N/A	N/A	N/A
<i>Spring 04 SOL School Master File Sheet</i>	N/A			
<i>Scoring Service ID (Header) Sheets</i> (specify grade)	N/A			
<i>Gr. 3 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 3 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 5 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 5 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Mathematics Formula Sheet</i>	N/A		N/A	N/A
<i>Eng: Rdg Examiner's Manual</i>	N/A	N/A	N/A	
<i>Eng: Rdg Answer Document</i>	N/A	N/A	N/A	
<i>Combined Content Specific History Examiner's Manual</i>	N/A	N/A		
<i>United States History to 1877 Answer Document</i>	N/A	N/A		N/A
<i>United States History: 1877 to Present Answer Document</i>	N/A	N/A		N/A
<i>Civics &amp; Economics Answer Document</i>	N/A	N/A		N/A
<i>Combined EOC Mathematics Examiner's Manual</i>	N/A	N/A	N/A	
<i>Algebra I Answer Document</i>	N/A	N/A	N/A	
<i>Algebra I Formula Sheet</i>	N/A	N/A	N/A	
<i>Geometry Answer Document</i>	N/A	N/A	N/A	
<i>Geometry Formula Sheet</i>	N/A	N/A	N/A	
<i>Algebra II Answer Document</i>	N/A	N/A	N/A	
<i>Algebra II Formula Sheet</i>	N/A	N/A	N/A	
<i>Combined EOC History and World Geography Examiner's Manual</i>	N/A	N/A	N/A	
<i>VA and US History Answer Document</i>	N/A	N/A	N/A	
<i>World History I Answer Document</i>	N/A	N/A	N/A	
<i>World History II Answer Document</i>	N/A	N/A	N/A	
<i>World Geography Answer Document</i>	N/A	N/A	N/A	
<i>Combined EOC Science Examiner's Manual</i>	N/A	N/A	N/A	
<i>Biology Answer Document</i>	N/A	N/A	N/A	
<i>Earth Science Answer Document</i>	N/A	N/A	N/A	
<i>Chemistry Answer Document</i>	N/A	N/A	N/A	
<i>Chemistry Periodic Table of Elements</i>	N/A	N/A	N/A	
<i>Paper Bands</i>		N/A	N/A	N/A

**continued**

***DIVISION VERIFICATION OF RECEIPT OF NON-SECURE  
TESTING MATERIALS AND REORDER FORM***
**MULTIPLE CHOICE (Non-Writing) TESTS  
Spring 2004**
**DIVISION NAME:** \_\_\_\_\_ **DIVISION NUMBER:** \_\_\_\_\_

**Section 2, continued**

\*SSID and *Division/School Master File Sheets* – For each sheet required, provide the school name(s), school number(s), grade(s), and quantity needed:

SCHOOL NAME	School Number	SUBJECT	SSID Quantity	Division MFS	School MFS

Attach additional pages as necessary. This page may be photocopied.



**VIRGINIA DEPARTMENT OF EDUCATION  
STANDARDS OF LEARNING (SOL) ASSESSMENTS  
MULTIPLE-CHOICE (NON-WRITING) TESTS  
SPRING 2004**

***DIVISION VERIFICATION OF RECEIPT OF SECURE (REGULAR and  
SPECIALS) TESTING MATERIALS AND REORDER FORM***

**SEND VIA FAX**

**TO: Virginia Program Coordinator, Harcourt**  
(Toll-Free Fax No. 1-800-547-2059)

**NO. PAGES:** \_\_\_\_\_  
(Including Cover Sheet)

**DATE:** \_\_\_\_\_, 2004

**FROM:** \_\_\_\_\_  
(School Division Name) (Division Code)

**DDOT NAME:** \_\_\_\_\_  
(Please Print)

**DDOT Instructions:** Complete Section 1 below. After receiving all schools' verification/reorder forms, if additional secure testing materials are needed from Harcourt, also complete Section 2. Then, fax this form to Harcourt at the fax number above as soon as possible, but **NO LATER THAN 7 days after receipt of materials**. (Please note: Do **not** send school verification/reorder forms to Harcourt.)

**Section 1. Verification of Shipment:** After receipt and verification of your division's Spring 2004 shipment of SOL *Multiple-Choice (Non-Writing)* secure testing materials, please complete the information requested in the table below.

<b>Date(s) shipment(s) were delivered to your office:</b> _____	
<p>As indicated on the packing list, all copies of the secure SOL Multiple-Choice (Non-Writing) test materials were received in this shipment. If "No," indicate missing materials or discrepancies.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>(Circle One)</p> <p><b>Yes                  No</b></p>
<p>The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. If "No," indicate the problems you experienced.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>(Circle One)</p> <p><b>Yes                  No</b></p>

**continued**

This page may be photocopied.

**MULTIPLE-CHOICE (NON-WRITING) TESTS  
SPRING 2004**

***DIVISION VERIFICATION OF RECEIPT OF SECURE (REGULAR and  
SPECIALS) TESTING MATERIALS AND REORDER FORM***

**DIVISION NAME:** \_\_\_\_\_ **DIVISION NUMBER:** \_\_\_\_\_

**Section 2. Reorder of Secure Materials:** If additional quantities of any secure materials are needed, print the **total** quantities needed for all schools in the appropriate box(es) below. This form includes both REGULAR and SPECIAL FORMS testing materials.

TITLE		Regular	Read- Aloud	Regular Audio Kit	Large- Print Kit	Braille Kit
<b>Gr. 3</b>	Multiple-Choice					
	plain English (LEP) mathematics					
<b>Gr. 5</b>	All Tests					
	Social Science (Virginia Studies)					
	plain English (LEP) mathematics					
<b>Gr. 8</b>	Math					
	plain English (LEP) mathematics					
	Science					
	History/Social Science					
	All Tests					
<b>Content Specific History</b>	United States History to 1877					
	United States History: 1877 to Present					
	Civics & Economics					
<b>End - of - Course</b>	English: Reading					
	Algebra I					
	Geometry					
	Algebra II					
	VA and U.S. History 1995 Standards					
	VA and U.S. History 2001 Standards					
	World History I 1995 Standards					
	World History I 2001 Standards					
	World History II 1995 Standards					
	World History II 2001 Standards					
	World Geography 1995 Standards					
	World Geography 2001 Standards					
	Biology					
	Earth Science					
	Chemistry					

Attach additional pages as necessary. This page may be photocopied.

APPENDIX E

VIRGINIA DEPARTMENT OF EDUCATION  
STANDARDS OF LEARNING (SOL) ASSESSMENTS  
MULTIPLE-CHOICE (NON-WRITING) TESTS  
SPRING 2004

SCHOOL VERIFICATION OF RECEIPT OF NON-SECURE  
TESTING MATERIALS AND REORDER FORM

TO: \_\_\_\_\_  
(DDOT Name)

NO. PAGES: \_\_\_\_\_  
(Including This Sheet)

SCHOOL NAME: \_\_\_\_\_ SCHOOL CODE: \_\_\_\_\_

STC NAME: \_\_\_\_\_ DATE: \_\_\_\_\_, 2004

**STC Instructions:** Complete Section 1 below. If additional testing materials are needed, complete Section 2. Then, fax or deliver this form to your DDOT as soon as possible but **NO LATER THAN FIVE DAYS AFTER RECEIPT** of materials.

**Section 1. Verification of Shipment:** After receipt and verification of your school's Spring 2004 shipment of non-secure SOL *Multiple-Choice (Non-Writing)* testing materials, please complete the information requested in the table below.

Date shipment was delivered to your school: _____	
As indicated on the packing list, all copies of the non-secure SOL <i>Multiple-Choice (Non-Writing)</i> test materials were received in this shipment. If "No," indicate missing materials or discrepancies.	(Circle One) <b>Yes</b> <b>No</b>
_____	
_____	
_____	
_____	
The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. If "No," indicate the problems you experienced.	(Circle One) <b>Yes</b> <b>No</b>
_____	
_____	
_____	
_____	

PLEASE USE PAGE 2 TO ORDER ADDITIONAL NON-SECURE TESTING MATERIALS.  
FORWARD BOTH PAGES TO YOUR DIVISION DIRECTOR OF TESTING.

## Appendix E, continued

2

SCHOOL NAME: \_\_\_\_\_ SCHOOL NUMBER: \_\_\_\_\_  
DIVISION NAME: \_\_\_\_\_ DIVISION NUMBER: \_\_\_\_\_

**Section 2. Reorder of Materials:** If additional quantities of any materials are needed, print the quantity in the box(es) below.

	Ungraded	Grades 3, 5, or 8	Content Specific History	End-of-Course
<i>School Test Coordinator's Manual</i>		N/A	N/A	N/A
<i>Spring 04 SOL School Master File Sheet</i>	N/A			
<i>Scoring Service ID (Header) Sheets</i> (specify grade)	N/A			
<i>Gr. 3 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 3 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 5 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 5 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Mathematics Formula Sheet</i>	N/A		N/A	N/A
<i>Eng: Rdg Examiner's Manual</i>	N/A	N/A	N/A	
<i>Eng: Rdg Answer Document</i>	N/A	N/A	N/A	
<i>Combined Content Specific History Examiner's Manual</i>	N/A	N/A		
<i>United States History to 1877 Answer Document</i>	N/A	N/A		N/A
<i>United States History: 1877 to Present Answer Document</i>	N/A	N/A		N/A
<i>Civics &amp; Economics Answer Document</i>	N/A	N/A		N/A
<i>Combined EOC Mathematics Examiner's Manual</i>	N/A	N/A	N/A	
<i>Algebra I Answer Document</i>	N/A	N/A	N/A	
<i>Algebra I Formula Sheet</i>	N/A	N/A	N/A	
<i>Geometry Answer Document</i>	N/A	N/A	N/A	
<i>Geometry Formula Sheet</i>	N/A	N/A	N/A	
<i>Algebra II Answer Document</i>	N/A	N/A	N/A	
<i>Algebra II Formula Sheet</i>	N/A	N/A	N/A	
<i>Combined EOC History and World Geography Examiner's Manual</i>	N/A	N/A	N/A	
<i>VA and US History Answer Document</i>	N/A	N/A	N/A	
<i>World History I Answer Document</i>	N/A	N/A	N/A	
<i>World History II Answer Document</i>	N/A	N/A	N/A	
<i>World Geography Answer Document</i>	N/A	N/A	N/A	
<i>Combined EOC Science Examiner's Manual</i>	N/A	N/A	N/A	
<i>Biology Answer Document</i>	N/A	N/A	N/A	
<i>Earth Science Answer Document</i>	N/A	N/A	N/A	
<i>Chemistry Answer Document</i>	N/A	N/A	N/A	
<i>Chemistry Periodic Table of Elements</i>	N/A	N/A	N/A	
<i>Paper Bands</i>		N/A	N/A	N/A

Attach additional pages as necessary. This page may be photocopied.



<b>2003-2004 MULTIPLE CHOICE GRADE 8</b>											
<b>Student Last Name</b>						<b>Student First Initial</b>					

**J MC FORM**

8			
A	0	0	A
B	1	1	B
C	2	2	C
D	3	3	D
E	4	4	E
F	5	5	F
G	6	6	G
H	7	7	H
I	8	8	I
J	9	9	J
K			K
L			L
M			M
N			N
O			O
P			P
Q			Q
R			R
S			S
T			T
U			U
V			V
W			W
X			X
Y			Y
Z			Z

**K** Field not Used

**Q TITLE 1 / TAS**

☐ Reading and Math

☐ Reading

☐ Math

☐ Science

☐ History

**R STUDENT CATEGORY**

☐ 1

☐ 2

☐ 3

**W** Field not Used

**L** History Only

☐

**M** Field not Used

**N** A-Code

☐

**O** N-Code

☐ A

☐ B

☐ C

**P** AYP ADJUSTMENT

☐ A

☐ B

☐ C

☐ D

**S LIMITED ENGLISH PROFICIENT**

☐

**T SOA ADJUSTMENT**

☐ EP ☐ Transfer

**U** S-CODE

☐

**X** Field not Used

**Y ADDITIONAL TEST CODES**

READING	MATHEMATICS
<input type="radio"/> RECOVERY	<input type="radio"/> RECOVERY
<input type="radio"/> RETEST	<input type="radio"/> RETEST
<input type="radio"/> EXPEDITED	<input type="radio"/> EXPEDITED
<input type="radio"/> D-CODE	<input type="radio"/> D-CODE

**Z TESTING STATUS**

1	2	3	4	5	6	7	8	9	10	11	12
MARK ONLY ONE BUBBLE											
FOR EACH TEST NOT											
ADMINISTERED											
1	2	3	4	5	6	7	8	9	10	11	12

**AA SPECIAL TEST ACCOMMODATIONS**

	1	2	3	4	5	6	7	8	9	13	14	15	16	17	18	20	21	22	23	27	28	A	B
English																							
Math																							
History & Soc. Sci.																							
Science																							

**DO NOT WRITE**

**OR MARK**

**IN THIS AREA**

TPC Reflective Bond™ 61781

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

**IMPORTANT NOTE:** If any of the **Special Test Accommodations** are gridded, make sure that either **Disability Status** or **Limited English Proficient** has been included on the Pre-ID file or marked in Section S or V.

# Sample Demographic Page of an End-of-Course with Pre-ID Label

**Virginia**  
Standards of Learning Assessments

2004  
Answer Document

ENGLISH: READING  
End-Of-Course Test

<b>A STUDENT NAME</b>			<b>TEACHER</b>	
<b>SCHOOL</b>			<b>SCHOOL DIVISION</b>	
<b>GENDER</b>	<b>GRADE</b>	<b>DATE OF BIRTH</b>	<b>TEST DATE</b> (Month/Year)	

<b>B LAST NAME</b>										<b>FIRST NAME</b>										<b>MI</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

<b>C DATE OF BIRTH</b>		
MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	<input type="radio"/> 01	<input type="radio"/> 19
<input type="radio"/> Apr	<input type="radio"/> 02	<input type="radio"/> 20
<input type="radio"/> May	<input type="radio"/> 03	<input type="radio"/> 21
<input type="radio"/> Jun	<input type="radio"/> 04	<input type="radio"/> 22
<input type="radio"/> Jul	<input type="radio"/> 05	<input type="radio"/> 23
<input type="radio"/> Aug	<input type="radio"/> 06	<input type="radio"/> 24
<input type="radio"/> Sep	<input type="radio"/> 07	<input type="radio"/> 25
<input type="radio"/> Oct	<input type="radio"/> 08	<input type="radio"/> 26
<input type="radio"/> Nov	<input type="radio"/> 09	<input type="radio"/> 27
<input type="radio"/> Dec	<input type="radio"/> 10	<input type="radio"/> 28

<b>H LOCAL USE #1</b>			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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XXXXXXXXXX DIS XX  
XXXXXX X 00X X  
000 XX/XX/XX GH XX  
XXXXXXXXXXXX ETH X  
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XXXXXXXXXXXXXXXXXXXX

**PLACE PRE-ID  
LABEL HERE**

<b>F GRADE</b>											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>I LOCAL USE #2</b>			
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>D GENDER</b>	
<input type="radio"/> Female	<input type="radio"/> Male

<b>E RACE/ETHNICITY</b>	
Grid Only One	
<input type="radio"/>	American Indian or Alaskan Native
<input type="radio"/>	Asian or Pacific Islander
<input type="radio"/>	Black (Not of Hispanic Origin)
<input type="radio"/>	Hispanic
<input type="radio"/>	White (Not of Hispanic Origin)
<input type="radio"/>	Native Hawaiian
<input type="radio"/>	Unspecified

<b>G STUDENT NUMBER</b>											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Student Last Name</b>		<b>Student First Initial</b>		<b>2004 ENGLISH: READING END-OF-COURSE TEST</b>	
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**End-of-Course ENGLISH: READING**

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**IMPORTANT NOTE:** If any of the **Special Test Accommodations** are gridded, make sure that either **Disability Status** or **Limited English Proficient** has been included on the Pre-ID file or marked in Section S or V.





## APPENDIX G


### Special Test Accommodations Codes Grades 3, 5, and 8 Multiple-Choice and Content Specific History Tests


*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

TESTS:						Answer document circle number
English: Reading and English: Writing		Mathematics (including Plain EnglishMathematics) and Science		History and Social Science		
LEP	** SWD	LEP	** SWD	LEP	** SWD	
✓	✓	✓	✓	✓	✓	1 flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	✓	✓	✓	✓	2 group size
✓	✓	✓	✓	✓	✓	3 environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	✓	✓	✓	✓	4 visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	L	✓	L	✓	5 amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	L	✓	L	✓	6 large-print test
✓	✓	✓	✓	✓	✓	7 assistance with directions (i.e., simplifying or clarifying directions)
L	✓	L	✓	L	✓	8 increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	L	✓	L	✓	9 Braille test / Braille answer document
		✓	✓	✓	✓	10 reading in English of test items (except for English:Reading) If IEP calls for reading the English:Reading test aloud, see #14.
		L	✓	L	✓	11 audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15.
		L	✓	L	✓	12 interpreting (e.g., signing, transliteration) test items (except for English) If IEP calls for interpreting the English, see #16.
L	✓	L	✓	L	✓	13 communication board / pictorial presentation
✓	✓					14 reading test items in English on the <i>English: Reading</i> Non-standard
L	✓					15 using audiotape version of the <i>English: Reading</i> Non-standard
L	✓					16 interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> Non-standard
✓	S	✓	S	✓	S	17 bilingual dictionary Non-standard
✓	✓	✓	✓	✓	✓	18 mark in test booklet or student responds verbally
		L	✓			19 math aids (e.g., abacus, manipulatives)
L	✓	L	✓	L	✓	20 large diameter pencil, special pencil, pencil grip
L	✓	L	✓	L	✓	21 respond by word processor, typewriter, Braille
L	✓	L	✓	L	✓	22 augmentative communication device
L	✓	L	✓	L	✓	23 spelling aids: spelling checker, spelling dictionary
						24 tape recorder (pre-writing only)
						25 dictation in English to a scribe (direct writing sample only) Non-standard
		L	✓			26 use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) Non-standard
						27 other
		L	✓			28 use of a calculator with additional functions to those routinely supplied to all students (gr 8 math and science) Non-standard
✓	✓	✓	✓			A Plain English Mathematics test
Circle B is not available for any test.						

 Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

 Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

 Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

 These accommodations are available as needed.

\* LEP = Limited English Proficient

\*\* SWD = Student with Disabilities

## Appendix G, continued

### Special Test Accommodations Codes *English: Reading*

*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
		10	reading in English of test items (except for English:Reading) If IEP calls for reading the English:Reading test aloud, see #14.
		11	audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15.
		12	interpreting (e.g., signing, transliteration) test items (except for English) If IEP calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
✓	✓	14	reading test items in English on the <i>English: Reading</i> <span style="float: right;">Non-standard</span>
L	✓	15	using audiotape version of the <i>English: Reading</i> <span style="float: right;">Non-standard</span>
L	✓	16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> <span style="float: right;">Non-standard</span>
✓	S	17	bilingual dictionary <span style="float: right;">Non-standard</span>
✓	✓	18	mark in test booklet or student responds verbally
		19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) <span style="float: right;">Non-standard</span>
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <span style="float: right;">Non-standard</span>
		27	other
Circles A-B are not available for any EOC tests. DO NOT GRID.			

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

✓ These accommodations are available as needed.

## Appendix G, continued

### Special Test Accommodations Codes for End-of-Course Tests in *Mathematics and Science*:

***Algebra I  
Geometry  
Algebra II***

***Earth Science  
Biology  
Chemistry***

*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
✓	✓	10	reading in English of test items (except for English:Reading) If IEP calls for reading the English test aloud, see #14.
L	✓	11	audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15.
L	✓	12	interpreting (e.g., signing, transliteration) test items (except for English:Reading) If IEP calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
		14	reading test items in English on the <i>English: Reading</i> <i>Non-standard</i>
		15	using audiotape version of the <i>English: Reading</i> <i>Non-standard</i>
		16	interpreting (e.g., signing, transliteration) test items on the <i>English: RLR</i> <i>Non-standard</i>
✓	S	17	bilingual dictionary <i>Non-standard</i>
✓	✓	18	mark in test booklet or student responds verbally
L	✓	19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) <i>Non-standard</i>
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <i>Non-standard</i>
		27	other
L	✓	28	use of a calculator with additional functions to those routinely supplied to all students (EOC Science) <i>Non-standard</i>
Circles A-B are not available for any EOC tests. DO NOT GRID.			

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

✓ These accommodations are available as needed.

## Appendix G, continued

### Special Test Accommodations Codes for End-of-Course Tests in the Social Sciences:

#### Virginia and United States History

#### World History I

#### World History II

#### World Geography

*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
✓	✓	10	reading in English of test items (except for English:Reading) If IEP calls for reading the English test aloud, see #14.
L	✓	11	audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15.
L	✓	12	interpreting (e.g., signing, transliteration) test items (except for English:Reading) If IEP calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
		14	reading test items in English on the <i>English: Reading</i> Non-standard
		15	using audiotape version of the <i>English: Reading</i> Non-standard
		16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> Non-standard
✓	S	17	bilingual dictionary Non-standard
✓	✓	18	mark in test booklet or student responds verbally
		19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) Non-standard
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) Non-standard
		27	other
Circles A-B are not available for any EOC tests. DO NOT GRID.			

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

**S** Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

**L** Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

**✓** These accommodations are available as needed.

APPENDIX H

Sample Test Booklet Package Cover Sheet



---

**GRADE 8**  
***COMBINED MULTIPLE CHOICE***  
**SET XXXXXX**  
**Cover Sheet**

---

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING RANGE OF FORMS:  
XXXXX
- AFTER OPENING **THIS PACKAGE BUT** BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:
  1. Count the number of test booklets contained in this package.
  2. Check the **one** box that is applicable and explain any discrepancy.

☐

There were 5 test  
booklets in this package.

☐

There were **NOT** 5 test  
booklets in this package.  
Discrepancy: \_\_\_\_\_  
\_\_\_\_\_

3. Signature \_\_\_\_\_ Date \_\_\_\_\_

4. Return this cover sheet to the STC along with all enclosed test booklets immediately after the testing session has concluded.

COVER SHEET ISBN: 999XXXXXXX

PKG SIZE: **5**  
ISBN: 999XXXXXXX

This form may be photocopied.

APPENDIX I

VIRGINIA DEPARTMENT OF EDUCATION  
STANDARDS OF LEARNING (SOL) ASSESSMENTS  
MULTIPLE-CHOICE (NON-WRITING) TESTS  
SPRING 2004

**SOL SCHOOL TEST BOOKLET TRANSMITTAL FORM**

*For use prior to test administration to transfer test booklets from the DDOT to each STC.*

DIVISION NAME: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

1. Transmit a copy of this form to each school in which the SOL Multiple-Choice (Non-Writing) tests are being administered. Make photocopies as necessary.
2. Prior to delivering secure test materials to the STC, fill in the box below with the number of cartons of test booklets being delivered to the STC.
3. Deliver this form to the STC along with the test materials.
4. Upon receipt of test booklets and this form from you, the STC must verify that the number of test booklet cartons you entered on this form is correct. **If incorrect, resolve the inconsistency immediately.** If correct, or once any inconsistency is resolved, the STC must sign and date this form.
5. The STC must return the completed form to you **immediately**.
6. Keep this form on file.

<p>Number of Cartons of Test Booklets Delivered to STC by DDOT</p>

STC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This page may be photocopied.

**APPENDIX J**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**SPRING 2004**

***TEST IRREGULARITY FORM***

Fax this completed *Test Irregularity Form* to:

Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

Division Name \_\_\_\_\_

School Name \_\_\_\_\_

Date \_\_\_\_\_

Division and School Code (e.g., 056-0221) \_\_\_\_\_

Grade/Content (circle one)	MC Form No.	Subject
3      5      8 Content Specific History* EOC		

\* US History to 1877, US History: 1877 to Present, Civics & Economics

**Directions to the Examiner and/or STC:**

Describe the irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity that may require students to be retested with an alternate form.**

**(PLEASE PRINT)**

**Description of Irregularity:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Action Taken (to be completed by DDOT):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Irregularity was forwarded to the Department of Education:**

NO YES \_\_\_\_\_  
(Date)

**Signature of STC:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of DDOT:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The DDOT will fax this form to the Virginia Department of Education, Division of Assessment and reporting, 804-371-8978.

This page may be photocopied.

# APPENDIX K

## SOL END-OF-COURSE DIVISION MASTER FILE SHEET



**Harcourt Assessment, Inc.**

VASOL Spring 04 End-of-Course Division Master File Sheet

Page 1

**Division: OAKTOWN COUNTY**

**Code: 800**

**DDOT: JANE SMITH**

**Address: 1234 OAKTOWN ROAD**

**OAKTOWN, VA 23456**

**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1234	Dear School Test Coordinator:  Please place an N?A under the Number of Documents column for any subject that your school did not test. Thank You.			
	World History I-95 Stds	1W	_____	_____
	World History II-95 Stds	2W	_____	_____
	EOC Algebra I	A1	_____	_____
	EOC Algebra II	A2	_____	_____
	EOC Biology	BI	_____	_____
	EOC Chemistry	CH	_____	_____
	EOC Earth Science	ES	_____	_____
	EOC Geometry	GM	_____	_____
	World Geography-95 Stds	GW	_____	_____
	VA & US History-95 Stds	HV	_____	_____
	EOC Reading	RD	_____	_____
	EOC VA & US History-01 Stds	VH	_____	_____
	EOC World History I-01 Stds	W1	_____	_____
	EOC World History II-01 Stds	W2	_____	_____
	EOC World Geography-01 Stds	WG	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	



Appendix K, continued

**SOL MULTIPLE-CHOICE DIVISION MASTER FILE SHEET**



**Harcourt Assessment, Inc.**

VASOL Spring 04 Multiple-Choice Division Master File Sheet

Page 1

**Division: OAKTOWN COUNTY**

**Code: 800**

**DDOT: JANE SMITH**

**Address: 1234 OAKTOWN ROAD**

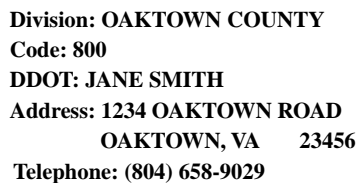
**OAKTOWN, VA 23456**

**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1223	Dear School Test Coordinator:  Please place an N?A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN MS			
	Grade 3	03	_____	_____
	Grade 5	05	_____	_____
	Grade 8	08	_____	_____
	Grade 5 History Pullout for G4	5H	_____	_____
	Grade 8 History Pullout for G7	8H	_____	_____
	Grade 8 Math Pullout	8M	_____	_____
	Grade 8 Science Pullout	8S	_____	_____
	Grade 3 LEP Math Only	M3	_____	_____
	Grade 5 LEP Math Only	M5	_____	_____
	Grade 8 LEP Math Only	M8	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	



Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

# APPENDIX L

## SOL END-OF-COURSE SCHOOL MASTER FILE SHEET



**Harcourt Assessment, Inc.**

VASOL Spring 04 End-of-Course School Master File Sheet

Page 1

**Division: OAKTOWN COUNTY**

**Code: 800**

**DDOT: JANE SMITH**

**Address: 1234 OAKTOWN ROAD**

**OAKTOWN, VA 23456**

**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1234	Dear School Test Coordinator:  Please place an N?A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN HS			
	World History I-95 Stds	1W	_____	_____
	World History II-95 Stds	2W	_____	_____
	EOC Algebra I	A1	_____	_____
	EOC Algebra II	A2	_____	_____
	EOC Biology	BI	_____	_____
	EOC Chemistry	CH	_____	_____
	EOC Earth Science	ES	_____	_____
	EOC Geometry	GM	_____	_____
	World Geography-95 Stds	GW	_____	_____
	VA & US History-95 Stds	HV	_____	_____
	EOC Reading	RD	_____	_____
	EOC VA & US History-01 Stds	VH	_____	_____
	EOC World History I-01 Stds	W1	_____	_____
	EOC World History II-01 Stds	W2	_____	_____
	EOC World Geography-01 Stds	WG	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

<b>SOL MULTIPLE-CHOICE SCHOOL MASTER FILE SHEET</b>
---

**Harcourt Assessment, Inc.****VASOL Spring 04 Multiple-Choice School Master File Sheet**

Page 2

**Division: OAKTOWN COUNTY**  
**Code: 800**  
**DDOT: JANE SMITH**  
**Address: 1234 OAKTOWN ROAD**  
**OAKTOWN VA 23456**  
**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1223	Dear School Test Coordinator: Please place an N?A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN MS			
	Grade 3	03	_____	_____
	Grade 5	05	_____	_____
	Grade 8	08	_____	_____
	Grade 5 History Pullout for G4	5H	_____	_____
	Grade 8 History Pullout for G7	8H	_____	_____
	Grade 8 Math Pullout	8M	_____	_____
	Grade 8 Science Pullout	8S	_____	_____
	Grade 3 LEP Math Only	M3	_____	_____
	Grade 5 LEP Math Only	M5	_____	_____
Grade 8 LEP Math Only	M8	_____	_____	

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

**Appendix L, continued**

**SOL CONTENT SPECIFIC HISTORY SCHOOL MASTER FILE SHEET**



**Harcourt Assessment, Inc.**

VASOL Spring 04 Content Specific History School Master File Sheet

Page 1

**Division: OAKTOWN COUNTY**

**Code: 800**

**DDOT: JANE SMITH**

**Address: 1234 OAKTOWN ROAD**

**OAKTOWN, VA 23456**

**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1223	Dear School Test Coordinator:  Please place an N?A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN MS			
	Civics & Economics	CE	_____	_____
	US History I (to 1877)	U1	_____	_____
	US History II (1877-present)	U2	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

**SSID - Regular Testing Material (Orange)**  
**SIDE 1**

**This section MUST be gridded prior to submission.** Remember that an answer document must be completed for **ALL** students enrolled in the Spring semester in a grade 3, 5, 8, Content Specific History, or End-of-Course class that has an SOL test, **including students who did not test.**

**SSID - Irregularity Testing Material (Pink)**  
**SIDE 1**


[illegible]

This section **MUST** be gridded prior to submission. Include an answer document for **ALL** students who will be completing in the Spring semester a credit-bearing class that has an SOL test.

## SSID - Special Accommodation Testing Material (Purple)

### SIDE 1

NOTE: The completed and partially completed answer documents for read-aloud administrations should be bundled SEPARATELY with regular testing materials, using an orange SSID sheet.



**Scoring Service Identification Sheet**  
**Special Accommodation Header**  
 (Braille, Large-Print, Regular Audio,  
 and designated forms for  
 Read-Aloud.)

PLEASE SUPPLY THE FOLLOWING INFORMATION:

DIVISION OAKTOWN COUNTY 800

CITY \_\_\_\_\_ STATE \_\_\_\_\_

SCHOOL OAKTOWN MS 800 1234

GRADE Grade 8 TEST ADMIN SOL Gr 8 Spring 04

IF APPLICABLE

TEACHER, COUNSELOR OR GROUP \_\_\_\_\_

IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

SIDE 1

**SCHOOL NAME**

PRINT THE SCHOOL NAME IN THE ROW BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE MARK ONLY ONE	O	A	K	T	O	W	N	M	S										
PRE-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNGRADED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**NUMBER OF DOCUMENTS**

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

0	1	2	3	4	5	6	7	8	9
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**SCHOOL CODE (optional)**

8	0	0						1	2	3	4
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**FOR SCORING CENTER USE**

1	2	3	4	5	6	7	8	9	10	11	12	13	14
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TPC-61799
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 A B C D E
9998641632


This section **MUST** be gridded prior to submission. Include an answer document for **ALL** students who will be completing in the Spring semester a credit-bearing class that has an SOL test.



## SSID - Regular Testing Material (Orange)


## SIDE 1

## Sample: Content Specific History



**Scoring Service Identification Sheet**  
**Regular Testing Material Header**

HARCOURT® Educational Measurement



PLEASE SUPPLY THE FOLLOWING INFORMATION:

DIVISION OAKTOWN COUNTY 800

CITY \_\_\_\_\_ STATE \_\_\_\_\_

SCHOOL OAKTOWN MS 800 1234

GRADE Grade 16 TEST ADMIN \_\_\_\_\_  
IF APPLICABLE

TEACHER, COUNSELOR OR GROUP \_\_\_\_\_  
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

SIDE 1

**SCHOOL NAME**

PRINT THE SCHOOL NAME IN THE ROW BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE	SCHOOL NAME																			
MARK ONLY ONE	O	A	K	T	O	W	N		M	S										
PRE-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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UNGRADED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**NUMBER OF DOCUMENTS**

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**SCHOOL CODE (optional)**

8	0	0								1	2	3	4
0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**FOR SCORING CENTER USE**

1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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TPC-61797 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 A B C D E 9998641616

This section **MUST** be gridded prior to submission. Include a booklet for **EVERY** student who will be completing a Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) class in the spring semester.

**APPENDIX N**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**SPRING 2004**

**SOL DDOT's TEST BOOKLET OVERAGE TRANSMITTAL FORM**

Complete this form and the Discrepancy Report on the next two pages after all test materials have been returned to you from STCs. The completed form and the report are to be returned to Harcourt as directed below.

**DIVISION NAME:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

**BEFORE TESTING:**

- Record the total counts of regular-print test booklets shown on all packing lists of overage shipments in the "Packing List Quantity" column.
- Prior to distributing these overage test booklets, record the total counts received in the division in the corresponding "DDOT Received" column of this form.

**AFTER TESTING:**

- Enter the total number of overage, regular-print test booklets packed for return shipment in the corresponding "DDOT Returned" column. Then complete the *DDOT's Quantity Discrepancy Report* on the next two pages for **all** regular-print test booklets received in both regular and overage shipments. If any test booklet is lost, an *SOL Test Irregularity Form* must be submitted to the Virginia Department of Education. **Do not mark in the "Scoring Center ONLY" column.**
- Photocopy this form and the *DDOT's Quantity Discrepancy Report* for your records. Pack the originals inside Box #1 of your Set B cartons. Label the box "Transmittal Forms Enclosed."
- You MUST sign and date the bottom of this form.**

Grade/Subject	Packing List Quantity	Test Booklets Total Numbers			Grade/Subject	Packing List Quantity	Test Booklets Total Numbers		
		STC Received	STC Returned	DO NOT USE Scoring Center Only			STC Received	STC Returned	DO NOT USE Scoring Center Only
Grade 3					Algebra II				
Gr 3 LEP Math					Biology				
Grade 5					Chemistry				
Social Science (Virginia Studies)					Earth Science				
Grade 5 All Tests					VA & US History 95 Stds				
Gr 5 LEP Math					VA & US History 01 Stds				
Grade 8 Math					World History I 95 Stds				
Gr 8 LEP Math					World History I 01 Stds				
Grade 8 Science					World History II 95 Stds				
Grade 8 History/ Social Science					World History II 01 Stds				
Grade 8 All Tests					World Geography 95 Stds				
<b>Content Specific History</b>					World Geography 01 Stds				
US History to 1877									
US History 1877 to Present									
Civics & Economics									
<b>End-of-Course</b>									
English: Reading									
Algebra I									
Geometry									

**DDOT's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
SPRING 2004**

**DDOT'S QUANTITY DISCREPANCY REPORT**  
***Multiple-Choice, Content Specific History, and End-of-Course***

**DDOT Instructions:** In each section, check the appropriate box. If the second box is checked, fill in the blanks to describe each discrepancy.

**1. Division Overage Packing List / Receipt Discrepancies** (including supplemental shipments)

- ☐ No discrepancies were noted between quantities on the division overage packing list (and as appropriate, packing lists for supplemental shipments from Harcourt) and quantities actually received.
- ☐ The following discrepancies were noted:

- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Packing list indicated \_\_\_\_\_ booklets shipped, but we received \_\_\_\_\_ booklets  
 Package was supposed to contain \_\_\_\_\_ booklets but only \_\_\_\_\_ were enclosed \*
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Packing list indicated \_\_\_\_\_ booklets shipped, but we received \_\_\_\_\_ booklets  
 Package was supposed to contain \_\_\_\_\_ booklets but only \_\_\_\_\_ were enclosed \*

\* Please attach a photocopy of the package cover sheet.

**2. Booklets Lost or Removed from Division Overage During Testing Due to Testing Irregularities**

- ☐ No booklets were lost, and none were forwarded to the Department of Education.
- ☐ The following booklets were lost or forwarded to the Department of Education due to a testing irregularity:

- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies lost \_\_\_\_\_ Number of copies forwarded \_\_\_\_\_  
 Date irregularity reported to DDOT \_\_\_\_\_; irregularity number \_\_\_\_\_
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies lost \_\_\_\_\_ Number of copies forwarded \_\_\_\_\_  
 Date irregularity reported to DDOT \_\_\_\_\_; irregularity number \_\_\_\_\_

**3. Booklets Retained in the Division to Verify Scores of Transcribed Tests, or for Expedited Retakes**

- ☐ No booklets have been retained in the division for these purposes.
- ☐ The following booklets have been retained in the division to verify results of students' tests:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ Form No. \_\_\_\_\_; no. copies \_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ Form No. \_\_\_\_\_; no. copies \_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ Form No. \_\_\_\_\_; no. copies \_\_\_\_
- ☐ The following booklets have been retained in the division for Expedited Retakes:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ Form No. \_\_\_\_\_; no. copies \_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ Form No. \_\_\_\_\_; no. copies \_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ Form No. \_\_\_\_\_; no. copies \_\_\_\_

**This page may be photocopied.**

**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
SPRING 2004**

***DDOT'S QUANTITY DISCREPANCY REPORT  
Multiple-Choice, Content Specific History, and End-of-Course***

**4. Division Overage Booklets Transferred to Schools in This Division**

- ☐ No booklets were transferred from the DDOT's division overage to any school.
- ☐ The following booklets were transferred to schools from the division overage, have remained in the schools' materials inventories, and are being returned with the schools' materials:
- school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_
  - school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_
  - school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_
  - school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_
  - school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_
  - school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_
  - school name \_\_\_\_\_ number \_\_\_\_\_ grade \_\_\_\_\_
  - test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_

**5. Division Overage Booklets Transferred with the Department of Education's Authorization to Another School Division**

- ☐ No booklets were transferred from this division to any other school division.
- ☐ The following booklets were transferred to another school division, have remained in that division's materials inventory, and are being returned with that division's materials:
- grade \_\_\_\_ test booklet or EOC subject \_\_\_\_\_ Number of copies transferred \_\_\_\_\_
  - grade \_\_\_\_ test booklet or EOC subject \_\_\_\_\_ Number of copies transferred \_\_\_\_\_

**6. Booklets Transferred to This School Division with the Department of Education's Authorization from Another School Division**

- ☐ No booklets were transferred to this division from any other school division.
- ☐ The following booklets were transferred to this school division from another division and are among the enclosed materials:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_  
Number of copies received from the DDOT \_\_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_ No. of copies transferred \_\_\_\_\_  
Number of copies received from the DDOT \_\_\_\_\_

**This page may be photocopied.**

**SOL DIVISION SHIPMENT TRANSMITTAL FORM**

*For use by DDOT after test administration to ship test booklets to Harcourt.*

**DIVISION NAME:** \_\_\_\_\_

**SOL DIVISION SHIPMENT TRANSMITTAL FORM FOR  
UPS TRACKING NUMBER LABELS**

[illegible]

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## APPENDIX P

### STANDARDS OF LEARNING (SOL) ASSESSMENTS Spring 2004

#### SOL MULTIPLE-CHOICE (Non-Writing) SPECIAL TEST FORMS CLASSROOM TRANSMITTAL DOCUMENT

*For use by the STC when distributing Special Forms Kits to the Examiners prior to testing,  
and for use by the Examiner when returning Special Forms materials to the STC following testing.*

SCHOOL NAME: _____									
EXAMINER'S NAME: _____									
	Subject	Regular Audio Kit	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		
					Quantity Received	EM's Initials <sup>1</sup>	Quantity Returned	STC's Initials <sup>2</sup>	Comments
<b>Gr. 3</b>	Multiple-Choice								
	Multiple-Choice								
	Multiple-Choice								
<b>Gr. 5</b>	Multiple-Choice								
	Multiple-Choice								
	Multiple-Choice								
<b>Gr. 8</b>	Multiple-Choice								
	Multiple-Choice								
	Multiple-Choice								
<b>Content Specific History</b>	US History to 1877								
	US History: 1877 to Present								
	Civics & Economics								
<b>End - of - Course</b>	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA/US History								
	World History I								
	World History II								
	World Geography								
	Biology								
	Earth Science								
	Chemistry								

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit".

#### Examiner's Affidavit

1. I administered the Standards of Learning (SOL) Assessment \_\_\_\_\_ tests according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an advantage over other students.
4. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements 1 - 4 above.

\_\_\_\_\_  
Examiner's Signature

#### NOTES for STC:

1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.

## APPENDIX Q

### STANDARDS OF LEARNING (SOL) ASSESSMENTS

#### SOL MULTIPLE CHOICE (Non-Writing) SPECIAL TEST FORMS SCHOOL TRANSMITTAL DOCUMENT

*For use by the DDOT when distributing Special Forms Kits to the STCs prior to testing,  
and for use by the STCs when returning secure materials to the DDOTs following testing.*

SCHOOL NAME: _____									
	Subject	Regular Audio Kit	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		Comments
					Quantity Received	STC's Initials <sup>1</sup>	Quantity Returned	DDOT's Initials <sup>2</sup>	
<b>Gr. 3</b>	Multiple-Choice								
<b>Gr. 5</b>	Multiple-Choice								
<b>Gr. 8</b>	Multiple-Choice								
<b>Content Specific History</b>	US History to 1877								
	US History: 1877 to Present								
	Civics & Economics								
<b>End - of - Course</b>	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. History 2001 Standards								
	World History I 1995 Standards								
	World History I 2001 Standards								
	World History II 1995 Standards								
	World History II 2001 Standards								
	World Geography 1995 Standards								
	World Geography 2001 Standards								
	Biology								
	Earth Science								
	Chemistry								

**NOTE: Refer to the kit component listing within each kit to verify all components are returned. STCs must notify the DDOTs of shipment discrepancies and additional orders.**

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

BEFORE TESTING: Verify the receipt of Special Test Form Kits.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
Date

AFTER TESTING: Verify the return of Special Test Form Kits to the DDOT.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
Date

NOTES for STC:

1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.



## APPENDIX R

### SOL EXAMINER'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

#### Spring 2004 MULTIPLE CHOICE (Non-Writing) Test

Division Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

**School Test Coordinators:** Use this form to sign test booklets in and out to Examiners in your school. List each Examiner's name in the far-left column. Use the second column to list the test booklet subject and the number of booklets assigned to each Examiner. The Examiner should initial the "Out" column when receiving test booklets. The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner and STC should count or otherwise verify the number of booklets distributed before initialing this form.

**EXAMINER'S AFFIDAVIT:** After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments Multiple Choice (Non-Writing) test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name	Test Booklet Subject and Quantity	OUT — EXAMINER'S INITIALS	IN — STC'S INITIALS	EXAMINER'S AFFIDAVIT
				Examiners are to sign in this column only AFTER reading statements 1-4 above.

**NOTES TO STC:** 1. At the close of test administration, this completed page must be forwarded to your DDOT who will keep it on file.  
2. This page may be photocopied.

## APPENDIX S



### AUTHORIZATION TO PROCEED TO SOL SUMMARY REPORTING

### SPRING 2004 Grades 3, 5, 8 Multiple-Choice Tests

To confirm that your school division's results from the Spring 2004 SOL tests for grades 3, 5, 8 are ready to be summarized, please complete the *Authorization to Proceed* form on the reverse side of this sheet according to the following information. Immediate attention is critical, your school division cannot receive its summary reports until this step of the process is completed, and state reports cannot be run until all school divisions' summary reports have been processed. Please fax the completed form to the Division of Assessment and Reporting at (804) 371-8978 no later than 14 days after receipt of your Phase 1b reports from your Expedited Retake administration.

To date, you have received/viewed *Student Performance Reports, Reports to Parents, School List Reports*, and electronic student data records for this SOL test administration. If you participated in online testing, you have also reviewed the Student Data Alerts report available through the eMeasurement™ administrative system. Because incorrect coding of certain demographic information could affect interpretation of a student's test results, please review the reports for errors such as those described below. Corrections of these kinds of errors may be made using the enclosed *Record Change Request* form;

- Correct ethnicity; add or delete retest, recovery, expedited retake; add or delete modified standard diploma.
- Remove student from one school list report and add to correct school.
- DNA (did not attempt) is displayed although school records show that the student was tested.
- A score of 0 is displayed, but there is no record that the student refused to take the test or was disruptive (0<sup>5</sup>), or that the student cheated (0<sup>7</sup>).
- A note that "The student took a shortened form of the test" is displayed even though the student was not administered a Braille or large-print form of the test (paper/pencil administration only).
- A note that "The student had a non-standard accommodation in this content area" is displayed even though there is no record that the student took the test with a non-standard accommodation.
- Add or delete LEP code, transfer, alternate assessment, AYP Adjustment, free/reduced price lunch code.

It is important that record changes be executed prior to the running of the summary information. **Record changes for the online administration should be made directly in the eMeasurement® administrative system BEFORE submitting the *Authorization to Proceed*.** We will move to the production of your summary reports as soon as you indicate to us, by faxing the completed *Authorization to Proceed* form, which of the following conditions has been met:

- There are no record changes required for the following SOL test administrations in your school division; the Scoring Center may move immediately to summary status:
  - **Regular** SOL test administration
  - **Expedited Retake** SOL test administration
  - **Online** SOL test administration(s) (Early, Term Graduate, Regular, Expedited Retake)

**OR**

- Record changes for the paper/pencil administration are required and enclosed; once processed, the Scoring Center may move to summary status

We will forward your *Authorization to Proceed* (and, if necessary, *Record Change Requests*) to Harcourt immediately upon receipt in our office. If you have questions, please do not hesitate to call the Division of Assessment and Reporting at (804) 225-2102. We appreciate your help in bringing this SOL test administration to closure.

**IMPORTANT:** Information in the score reports unrelated to interpretation of student results is not included in this "clean up." The information listed below may not be edited via the record change process\*, though your school division may make corrections as necessary on printed reports and/or in any electronic files:

- |                   |                  |                 |
|-------------------|------------------|-----------------|
| • Gender*         | • Date-of-Birth* | • Student Name* |
| • Student Number* | • Teacher Name   | • School Name   |

\*The divisions that administered online assessments may change these fields in Student Data Management prior to submitting your ATP. Any changes made after your ATP has been submitted will not be reflected in your summary reports.



<b>AUTHORIZATION TO PROCEED TO SOL SUMMARY REPORTING</b>	<b>SPRING 2004 Grade 3, 5, 8 Multiple-Choice Tests</b>
--	--

To: Virginia Department of Education  
Division of Assessment and Reporting

Fax No: (804) 371-8978

No. Pages: \_\_\_\_\_  
(including any Record Changes)

***DIVISION AUTHORIZATION TO PROCEED (ATP)***

**DDOT, please check below as required:**

- ☐ There are no record change requests for the following SOL test administrations in this school division. Proceed to the printing of summary reports.
- ☐ Enclosed are \_\_\_\_\_ record changes (for the paper/pencil administration) for this school division. Once these record changes have been made, proceed to the printing of summary reports.

**DIVISION:** \_\_\_\_\_  
Division name (please print or type)

**SUPERINTENDENT:** \_\_\_\_\_  
Superintendent or designee

**DDOT:** \_\_\_\_\_  
Signature, Division Director of Testing

**DATE:** \_\_\_\_\_

**NOTE:** Return this form by fax to the Department of Education at (804) 371-8978 no later than 14 days after receipt of your Phase 1b reports from your Expedited Retake administration.

**DO NOT SEND THIS FORM TO HARCOURT.**

<b>SOL Record Change Request SPRING 2004</b>
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To request a change to a student record, please complete this form and fax it to the Division of Assessment and Reporting at (804) 371-8978. If a fax is unavailable, please call (804) 225-2102 to make other arrangements.

NOTE: Record Change Requests received after your division's Authorization to Proceed may still be processed in order to provide corrected scores for individual students. However, it may not be possible at that time to provide revised summary reports.

**Date:** \_\_\_\_\_

**Division Name:** \_\_\_\_\_

**Division Number:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Number:** \_\_\_\_\_

**Division Director of Testing:** \_\_\_\_\_

**Record Change Request for:**

**Test Delivery**    ☐ Paper    ☐ Online (only if your ATP has already been submitted)

**Student Name** \_\_\_\_\_

**Date of Birth** \_\_\_\_\_

**Gender** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Optional Student No.** \_\_\_\_\_

**Assessment(s) for which change is requested:**

- |   |                                      |  |   |   |
|---|--------------------------------------|--|---|---|
| <input type="checkbox"/> ALL TESTS        | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Algebra II    | <input type="checkbox"/> Chemistry        | <input type="checkbox"/> VA & US History            |
| <input type="checkbox"/> English Writing  | <input type="checkbox"/> Science     | <input type="checkbox"/> Geometry      | <input type="checkbox"/> World Geography  | <input type="checkbox"/> US History to 1877         |
| <input type="checkbox"/> Grade 3 English  | <input type="checkbox"/> History     | <input type="checkbox"/> Earth Science | <input type="checkbox"/> World History I  | <input type="checkbox"/> US History 1877 to Present |
| <input type="checkbox"/> English: Reading | <input type="checkbox"/> Algebra I   | <input type="checkbox"/> Biology       | <input type="checkbox"/> World History II | <input type="checkbox"/> Civics & Economics         |

**Change requested (Please be specific regarding the change being requested.):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Superintendent/Designee**

\_\_\_\_\_  
**Signature**

**DOE Disposition**

--

**APPENDIX T**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**SPRING 2004**

<b><i>SOL SCHOOL DIVISION AFFIDAVIT</i></b>
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**FAX THIS AFFIDAVIT NO LATER THAN TWO WEEKS AFTER THE END OF YOUR TESTING WINDOW TO:**

**TO: VIRGINIA DEPARTMENT OF EDUCATION,  
DIVISION OF ASSESSMENT AND REPORTING  
FAX 804-371-8978**

**DIVISION NAME:** \_\_\_\_\_

This affidavit must be completed by the DDOT and then signed and dated by the DDOT and the school division superintendent.

**This signed and dated form must be returned no later than two weeks after the end of your testing window, to the Virginia Department of Education, Division of Assessment and Reporting, fax 804-371-8978.**

**AFFIDAVIT**

I certify that, to my knowledge, no one in the school division has copied, reproduced, or had improper access to the Standards of Learning (SOL) Assessments *Multiple-Choice (Non-Writing)* test booklets or to any questions from them. All SOL test booklets and scorable answer documents have been returned to my office as directed in the SOL *DDOT's Manual* and *School Test Coordinator's Manual*.

<b>DDOT Name (printed or typed):</b>	<b>DDOT Signature:</b>	<b>Date:</b>
<b>Division Superintendent Name (printed or typed):</b>	<b>Division Superintendent Signature:</b>	<b>Date:</b>

This page may be photocopied.

## APPENDIX U

### DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS MULTIPLE CHOICE (NON-WRITING) TESTS SPRING 2004

#### EXPEDITED RETAKES: SCHOOL TRANSMITTAL FORM

**SCHOOL NAME:** \_\_\_\_\_ **STC's NAME:** \_\_\_\_\_

*For use by the DDOT when distributing Expedited Retake materials to the STC prior to testing. For use by the STC when returning Expedited Retake materials to the DDOT following testing.*

	SUBJECT	Regular Print	Read-Aloud	Regular Audio	Braille	Large Print	Test Bklets/Kits Received		Test Bklets/Kits Returned	
							Quantity Received	STC's Initials <sub>1</sub>	Quantity Returned	DDOT's Initials <sub>2</sub>
<b>End of Course</b>	EXAMPLE:	3			2		5			
	English: Reading									
	Algebra I									
	Geometry									
	Algebra II									
	VA and U.S. History 1995 Standards									
	VA and U.S. History 2001 Standards									
	World History I 1995 Standards									
	World History I 2001 Standards									
	World History II 1995 Standards									
	World History II 2001 Standards									
	World Geography 1995 Standards									
	World Geography 2001 Standards									
	Biology									
	Earth Science									
	Chemistry									
<b>Modified Diploma</b>	Grade 8 *									
	LEP Mathematics		N/A	N/A	N/A	N/A				

\* For Modified Standard Diploma students only

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

BEFORE TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Date

AFTER TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Date

## APPENDIX V

### DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS MULTIPLE CHOICE (NON-WRITING) TESTS SPRING 2004

#### EXPEDITED RETAKES: CLASSROOM TRANSMITTAL FORM

**SCHOOL NAME:** \_\_\_\_\_ **EXAMINER's NAME:** \_\_\_\_\_

*For use by the STC when distributing Expedited Retake materials to the Examiner prior to testing. For use by the Examiner when returning Expedited Retake materials to the STC following testing.*

	SUBJECT	Regular Print	Read- Aloud	Regular Audio	Braille	Large Print	Test Bklets/Kits Received		Test Bklets/Kits Returned	
							Quantity Received	EM's Initials <sub>1</sub>	Quantity Returned	STC's Initials <sub>2</sub>
<b>End of Course</b>	EXAMPLE:	3			2		5			
	English: Reading									
	Algebra I									
	Geometry									
	Algebra II									
	VA and U.S. History 1995 Standards									
	VA and U.S. History 2001 Standards									
	World History I 1995 Standards									
	World History I 2001 Standards									
	World History II 1995 Standards									
	World History II 2001 Standards									
	World Geography 1995 Standards									
	World Geography 2001 Standards									
	Biology									
	Earth Science									
	Chemistry									
<b>Modified Diploma</b>	Grade 8 *									
	LEP Mathematics		N/A	N/A	N/A	N/A				

\* For Modified Standard Diploma students only

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

BEFORE TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Examiner's Signature

\_\_\_\_\_  
Date

AFTER TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Examiner's Signature

\_\_\_\_\_  
Date

## APPENDIX W

### DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS MULTIPLE CHOICE (NON-WRITING) TESTS SPRING 2004

#### EXPEDITED RETAKES: DIVISION SECURE TEST BOOKLETS ORDER FORM

**DIVISION NAME:** \_\_\_\_\_ **DIVISION NUMBER:** \_\_\_\_\_

	SUBJECT	REGULAR QUANTITY NEEDED	FORM NUMBER OF ORIGINAL TEST	FORM NUMBER OF ORIGINAL TEST	Regular Audio Qty.	Read- Aloud Qty.	Braille Qty.	Large Print Qty.
<b>End of Course</b>	English:Reading							
	Algebra I							
	Geometry							
	Algebra II							
	VA and U.S. History 1995 Standards							
	VA and U.S. History 2001 Standards							
	World History I 1995 Standards							
	World History I 2001 Standards							
	World History II 1995 Standards							
	World History II 2001 Standards							
	World Geography 1995 Standards							
	World Geography 2001 Standards							
	Biology							
	Earth Science							
	Chemistry							
<b>Modified Diploma</b>	Grade 8 *							
	LEP Mathematics				N/A	N/A	N/A	N/A

\* For Modified Standard Diploma students only

Division Director of Testing: \_\_\_\_\_

(Signature)

(Date)



## APPENDIX X

### DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS MULTIPLE CHOICE (NON-WRITING) TESTS SPRING 2004

#### EXPEDITED RETAKES: DIVISION SHIPMENT TRANSMITTAL FORM

*Complete this form after all Expedited Retake test materials have been returned to you from STCs. Return the completed form with the Expedited Retake test materials to Harcourt.*

**DIVISION NAME:** \_\_\_\_\_ **DIVISION NUMBER:** \_\_\_\_\_

	SUBJECT	Regular Print	Read-Aloud	Regular Audio	Braille	Large Print	QUANTITY ORDERED (Division Secure Test Booklets Order Form)	QUANTITY RETAINED (Per Section 3: Discrepancy Report)	QUANTITY RETURNED	DO NOT USE Scoring Center Only
<b>End of Course</b>	English: Reading									
	Algebra I									
	Geometry									
	Algebra II									
	VA and U.S. History 1995 Standards									
	VA and U.S. History 2001 Standards									
	World History I 1995 Standards									
	World History I 2001 Standards									
	World History II 1995 Standards									
	World History II 2001 Standards									
	World Geography 1995 Standards									
	World Geography 2001 Standards									
	Biology									
	Earth Science									
	Chemistry									
<b>Modified Diploma</b>	Grade 8 *									
	LEP Mathematics		N/A	N/A	N/A	N/A				

\* For Modified Standard Diploma students only

Attach copy of DDOT's *Quantity Discrepancy Report* (Section 3) and *Expedited Retakes: Division Secure Test Booklets Order Form*.

**Division Director of Testing:** \_\_\_\_\_  
(Signature) (Date)

**APPENDIX Y**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**Spring 2004**

**CAREER AND TECHNICAL EDUCATION ANSWER  
DOCUMENT GUIDELINES (Section W)**

Directions for completing Section W, Career and Technical Education on the Standards of Learning End-of-Course answer document are as follows:

**SECTION 1**

**Grid** “Career/Tech Ed Course” for all students (grades 9-12) who are enrolled in one or more Career and Technical Education course(s) during the same “real time” as an academic course(s) that requires a Standards of Learning (SOL) End-of-Course test.

**Career and Technical Education content areas are:**

- |                                       |  |
|---------------------------------------|--|
| * Agriculture Education               | * Marketing                                      |
| * Business and Information Technology | * Technology Education                           |
| * Family and Consumer Sciences        | * Trade and Industrial Education                 |
| * Health and Medical Sciences         | * Career Connections, including Special Programs |

**AND**

**Grid** “Tech Prep Program:” for all students who are enrolled in the secondary component of a Tech Prep program. A student who is enrolled in a Tech Prep program must also be enrolled in a Career and Technical Education course(s).

**A Tech Prep program is defined as a program of study that:**

- \* combines at a minimum of two years of secondary education (as determined under State Law) with a minimum of two years of post-secondary education in a non-duplicative, sequential course of study
- \* integrates academic and career and technical instruction and utilizes work-based and work-site learning where appropriate and available
- \* provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics
- \* builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses
- \* leads to an associate or baccalaureate degree, or a post-secondary certificate in a specific career field
- \* leads to placement in appropriate employment or to further education

**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**Spring 2004**

**CAREER AND TECHNICAL EDUCATION ANSWER  
DOCUMENT GUIDELINES (Section W)**

**SECTION 2**

If Section V - Disability Status, Section S - Limited English Proficient, or Section O - N- Code Free/Reduced Lunch has been marked on the student's answer document, do not grid Section W - Career and Technical Education, Section 2. If Section V, Section S or Section O has **not** been marked on the student's answer document, leave grid blank and grid only **one** of the following:

**Grid 2: Single Parent**

Students who are unmarried or legally separated from a spouse; and

- (1) have a minor child or children for which the parent has either custody or joint custody, or

**Grid 3: Displaced Homemaker**

Students who

- (1) have worked primarily without remuneration to care for a home and family, and for that reason have diminished marketable skills, have been dependent on the income of another family member but are no longer supported by that income, or a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et.seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- (2) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment



Complete bubble 4 if a student is classified as non-traditional as explained below.

**Grid 4: Non-traditional Career**

Students who are classified as the non-traditional gender (grades 9-12) enrolled in one or more of the courses identified for Non-traditional Career Preparation and who also enrolled in academic course(s) that require(s) a Standards of Learning (SOL) End-of-Course test. To determine this student population:

- (1) Review the following list of Secondary Programs Identified for Non-Traditional Career Preparation in Virginia at:  
<http://www.pen.k12.va.us/VDOE/Instruction/CTE/cters/procedure.pdf>
- (2) Determine which courses from this list are offered at each high school and the non-traditional gender classification assigned to these course(s); and
- (3) Review the class roster for only the courses offered at your school for non-traditional career preparation. Identify only students classified as the non-traditional gender in these courses

**Grid 5 and 6: Leave blank.**

If you have additional questions, please call the Virginia Department of Education Office of Career and Technical Education (804) 225-2051.

**APPENDIX Z**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**SPRING 2004**

**Virginia SOL Team Directory**

**How do I reach someone at Harcourt?**

**CERVS Website:** <http://va.harcourt.com>

Packlists can be viewed/printed from this site, and will be “hotlinked” directly to UPS tracking system. Requests for changes to division information (phone numbers, address changes) can be made through CERVS. Harcourt will verify changes with VDOE before they are made.

**VA TEAM email:** [virginia\\_sol@harcourt.com](mailto:virginia_sol@harcourt.com)

The best way to reach a member of the Project team is to send an email to this address. Any of the VA team members can access the site, although responsibility for accessing the site and forwarding issues is rotated through the group. Utilizing this email site will help ensure that your request is responded to in a timely manner. If your “assigned” program coordinator is not available to process your request, it will be handled by another team member.

**Scoring Hotline:** (800) 328-5999

Questions concerning scoring or reporting should be called into the Scoring Hotline. The hotline sends a copy of your inquiry to your assigned program coordinator, who will watch to make certain the situation is resolved in a timely fashion. Questions or issues related to Pre-ID labels should be sent directly to the VA Program Team and NOT to the Scoring Hotline. Direct all correspondences to the Virginia Team’s e-mail address.

**CTP Toll Free Fax No.** (800) 547-2059

In addition to faxing in required documentation (i.e., transmittal forms), you can also fax copies of material orders, additional orders, copies of emails you sent via the email address, or any other messages you want to make certain are received by Harcourt.

**CTP Toll Free No.** (800) 228-0752

Phone extensions of the program coordinators can be found on the next page. If you have a question, please call one of them.

## STANDARDS OF LEARNING (SOL) ASSESSMENTS SPRING 2004

### Virginia SOL Team Directory

#### Norma Brooks      Extension 5604

Albemarle County	Grayson County	Martinsville City	Roanoke City
Arlington County	Greene County	Northampton County	Rockbridge County
Bedford County	Hanover County	Northumberland County	Rockingham County
Brunswick County	Harrisonburg City	Page County	Russell County
Caroline County	Henry County	Patrick County	Scott County
Carroll County	Hopewell City	Petersburg County	Smyth County
Charlotte County	King and Queen County	Pittsylvania County	Spotsylvania County
Chesterfield County	King George County	Powhatan County	Stafford County
Collier Beach	King William County	Prince Edward County	Sussex County
Covington City	Lee County	Prince George County	Virginia Beach City
Cumberland County	Lexington City	Prince William County	VSDB - Hampton
Dinwiddie County	Loudoun County	Pulaski County	VSDB - Staunton
Franklin City	Louisa County	Radford City	Warren County
Franklin County	Madison County	Rappahannock County	Williamsburg City
Frederick County	Manassas City	Richmond City	Winchester City
Galax City	Manassas Park City	Richmond County	Wythe County
Gloucester County			

#### Roxie Gonzalez      Extension 5605

Accomack County	Colonial Heights City	Hampton City	Portsmouth City
Alexandria City	Culpeper County	Henrico County	Roanoke County
Alleghany	Danville City	Highland County	Salem City
Amelia County	Dept of Corrections	Isle of Wight County	Shenandoah County
Amherst County	Dickenson County	Lancaster County	Southampton County
Appomattox County	Essex County	Lynchburg City	State Operated Prgms
Augusta County	Fairfax County	Mathews County	Staunton City
Bath County	Falls Church City	Mecklenburg County	Suffolk City
Bland County	Fauquier County	Middlesex County	Surry County
Botetourt County	Floyd County	Montgomery County	Tazewell County
Bristol City	Fluvanna County	New Kent County	Washington County
Buchanan County	Fredericksburg City	Newport News City	Waynesboro City
Buckingham County	Giles County	Norfolk City	West Point
Campbell County	Goochland County	Nottoway County	Westmoreland County
Charles City County	Greensville County	Orange County	Wise County
Charlottesville City	Halifax County	Poquoson City	York County
Chesapeake City			

#### Elena Rodriguez      Extension 5608

Buena Vista City	Craig County	Nelson County
Clarke County	Lunenburg County	

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## DDOT'S CHECKLISTS

### Activities During Test Administration

- ☐ 1. Be prepared to participate in a possible audit of one or more of your schools' testing sessions (Section 5.2).
- ☐ 2. Be available during your schools' testing sessions to answer questions and resolve problems (Section 5.3).
- ☐ 3. Assist STCs in identifying and resolving testing irregularities (Section 5.4).
- ☐ 4. Ensure make-up sessions are properly scheduled (Section 5.5).

### Activities After Test Administration

- ☐ 1. After all testing sessions have been completed, verify receipt of all test materials from all STCs.
- ☐ 2. Receive and verify all scorable answer documents (Sections 6.1 and 6.2).
- ☐ 3. Pack and ship all scorable answer documents. Scorable answer documents should be shipped **no later than the ship date provided to the Department of Education** (Sections 6.4–6.6).
- ☐ 4. Receive, pack, and ship all secure, non-scorable test booklets including Braille, large-print and audiokits, **no later than ten school days after the end of your testing window** (Section 6.8).
- ☐ 5. Verify that you have received all required SOL forms from all STCs (Section 6.10).
- ☐ 6. Return a signed *SOL School Division Affidavit* to the Virginia Department of Education **no later than 2 weeks after the end of your testing window** (Section 6.11).
- ☐ 7. Review final disposition of all test materials: scorable answer documents, secure test booklets, forms and documentation, and other non-scorable materials (Section 6.12).

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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